1986

A comparison of the effects of the Couple Communication II Program and a Family of Origin Workshop on marital satisfaction and individual autonomy

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The College of William and Mary in Virginia ED.D. 1986

A COMPARISON OF THE EFFECTS OF THE COUPLE COMMUNICATION II PROGRAM AND A FAMILY OF ORIGIN WORKSHOP ON MARITAL SATISFACTION AND INDIVIDUAL AUTONOMY

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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by

Floyd Allen Chambers

September 1986

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACKNOWLEDGEMENTS

To complete the requirements for the Doctor of Education degree has required the guidance, energy, encouragement, and support of many persons. I want to express my deep gratitude to several persons whose help literally made this task possible.

A special word of thanks is extended to Dr. Kevin E. Geoffroy, my advisor and chairman of my doctoral committee. His patient guidance and steady encouragement from the beginning to the end of the research project was invaluable. Appreciation is also offered to other members of the committee who made important suggestions: Dr. Fred L. Adair and Dr. David Hopkinson.

When it looked like the project could not continue because of lack of participation, Dr. William Griffith, suggested it be done in Richmond, assisted with the publicity, and with his wife, Jane, provided group leadership. Profound gratitude is owed to Bill and Jane for their encouragement and leadership.

Appreciation is expressed to Dr. Paul W. Walaskay for making facilities available and assisting in publicity.

Learning the use of multivariate analysis statistical procedures was greatly assisted by Dr. Deborah Foss-Goodman and by Mr. Don Haward.

Finally, my affectionate thanks is given to my wife, Toney, and our son, Jon, for their support both during the class work and during the research project.

Chapter 1: Introduction

A research project was conducted to compare the effects of the Couple Communication II Program and a Family of Origin Workshop on marital satisfaction and individual autonomy. A description of the research and the results are reported.

The background of the study is presented in chapter 1. The importance of doing this investigation as a part of the search for effective interventions to treat marital distress is first elaborated. Then the problem addressed by this experimental study is stated. A theory of the way adult couples related to each other and how effective interventions can be made is described. The final portion of the chapter includes a definition of key terms used, the general research hypothesis, a description of the sample and data gathering procedures, the limitations of the study, and ethical considerations.

Justification for the Study

In the search for effective interventions for the treatment of marital relationships, teaching communication skills has received the most empirical support (Jacobson & Margolin, 1979; O'Leary & Turkewitz, 1981; Wampler, 1982).

The Couple Communication I Program (Miller, Nunnally, & Wackman, 1979a, 1979b) is designed to improve communication in significant relationships and to increase relationship satisfaction. Following a review of the research on the the Couple Communication I Program, Wampler (1982) found immediate positive effect on communication behavior and relationship satisfaction but concluded that "more convincing evidence as to the maintenance of effects is needed" (p. 352). Joanning (1982) studied the long-term effects of the Couple Communication Program and concluded: "the program needs further development to insure maintenance of skill use and relationship satisfaction over time" (p. 467).

Miller, Nunnally, and Wackman, (1981) developed the Couple Communication II Program to be used following the original program. It provides for additional skill practice and an opportunity to focus on handling conflicts. The effect of the additional program has not been researched.

Gurman (1980) argues that the behavioral approach, including the teaching of communication skills, ignores the bedrock source of resistance to change in marital and family therapy: the resistance within the individual. One intervention that addresses this issue

is a Family of Origin Workshop developed by Hawkins and Killorin (1979). The workshop was designed as a supplement to ongoing family therapy to help families by helping the individuals work through ways in which their history is interfering in the present. This workshop served as the basis for the development of the Family of Origin Workshop (see Appendix A, p. 103). The original workshop was expanded from a one day approach to four sessions of two and one half hours each and narrowed in focus from families to couples. Neither of these workshops has been the subject of empirical research.

Gurman (1980) argues that marital therapy based solely on behavioral, systems or psychoanalytic approaches is subject to serious criticism on both theoretical and empirical grounds. He calls for an approach which integrates intrapsychic and interpersonal variables. Karpel (1976) highlights the growing interest in the concepts of "fusion" and "individuation" in a number of different theoretical systems of psychotherapy. He presents a theoretical framework that takes first steps to integrate individual and relational dynamic theories. There is a need for research on the effectiveness of approaches based on this theoretical formulation.

Snyder (1979) points out that the most frequently used measure of marital satisfaction, the short form Locke-Wallace Marital Adjustment Test, has significant limitations. He cites the research of Edmonds, Withers and Dibatista (1972) that shows that the Locke-Wallace scale is heavily contaminated by the subjects' tendencies to distort their views of their marriages in the direction of social desirability. The Marital Satisfaction Inventory, developed by Snyder, has a scale designed to "assess individuals' tendencies to distort the appraisal of their marriage in a socially desirable direction" (Snyder, 1981, p. 1). The Marital Satisfaction Inventory also measures nine specific components of marital satisfaction in addition to having a scale for global satisfaction (the two that refer to children were not used since all participants did not have children). The Marital Satisfaction Inventory has not been used to assess the effect of either of the Couple Communication Programs or family of origin work.

The need to join the search for effective methods for treating marital distress is heightened by the high incidence of marital distress. Although Crosby (1980) has raised valid cautions about interpretations of divorce statistics, the fact that during one year,

1981, an estimated 1,219,000 divorces were granted in the United States (National Center for Health Statistics (NCHS, 1982) and during the year 1979, 1,181,000 children under 18 years old (NCHS, 1981) were involved suggests a significant level of dissatisfaction and distress in marriage. Glenn and Weaver (1981) found that marital happiness generally makes a greater contribution to global happiness than any other dimension studied. From their studies the authors concluded that the increased divorce rate does not reflect a decrease in the importance of the institution of marriage. Instead they view the increase in the divorce rate as a sign that people are depending more on marriage for their happiness. If they do not find happiness in marriage, they are more likely to get divorced today than in the past.

Therefore, there are several needs for this study. First, the Couple Communication II Program and the Family of Origin Workshop need to be investigated as additions to the Couple Communication I Program. Will the immediate and longer range effects be increased? Second, interventions based on the theory that increases in "individuation" or "autonomy" are beneficial to relationships need to be evaluated. Third, there is a need to investigate marital

satisfaction using an inventory that has more than one scale and that has the capability to measure individuals' tendency to distort their answers. Fourth, the high incidence of marital distress highlights the general need to search for effective interventions.

Statement of the Problem

The problem addressed in this experimental study is as follows: Is either the Couple Communication II Program or the Family of Origin Workshop, when used following the Couple Communication I Program, a more effective method to treat marital distress than the Couple Communication I Program alone? Will either of the additional programs increase the persistence of effects? If they are both more effective than the Couple Communication I Program alone, is one more effective than the other?

Theoretical Rationale

Karpel (1976) theorized that the way adult couples relate to each other is determined by two interacting variables. The first variable is the maturity of each individual defined in terms of the degrees of individuation. The second variable is how close to or how far from each other they are. The first variable

refers to individual personality. The second refers to emotional distance in the relationship.

Individuation is defined by Karpel as "the process by which a person becomes increasingly differentiated from a past or present relational context" (p. 66). On an interpersonal level it involves behavior and communication in which a person defines himself or herself as different from others. On a intrapersonal level it is the "shift by which a person comes to see him/herself as separate and distinct within the relational context in which s/he has been embedded" (p. 67). Karpel also describes individuation as increasing definition of an "I" within a "We" and an increasing willingness to take responsibility for oneself.

Karpel describes three stages of maturity: immature, transitional, and mature. In the immature stage the person is likely to give over responsibility for self to another. There is an inability to form relationships based on differentiation. In this stage there is a regressive desire for fusion with others.

In the mature state the person is willing and able to accept responsibility for self. There is an ability to form relationships based on differentiation. The progressive desire is present for increased

individuation. The uniqueness of both self and others is accepted.

The transitional stage is an unstable one in which there is alternation between "I" and "We" so that the person feels either suffocated in fusion or lonely in isolation.

The second variable described by Karpel is the distance between two people. It refers to emotional distance between two people with the poles being close and distant.

The relationship between the two variables, individuation and emotional distance, is illustrated in Figure 1. He described the relationship as "modes of relating."

One mode of relating is "fusion" which represents the immature close position. This mode of relating is characterized by lack of clear boundaries between the individuals and a high level of dependence upon each other so that individual responsibility is blurred, the loss of the other is experienced as the loss of self, and rigid, predictable transactional patterns are formed.

A second mode is "unrelatedness" which represents the immature distant position. This mode is characterized by the attempt to reject or deny the kind

of dependence represented in fusion. A person in this

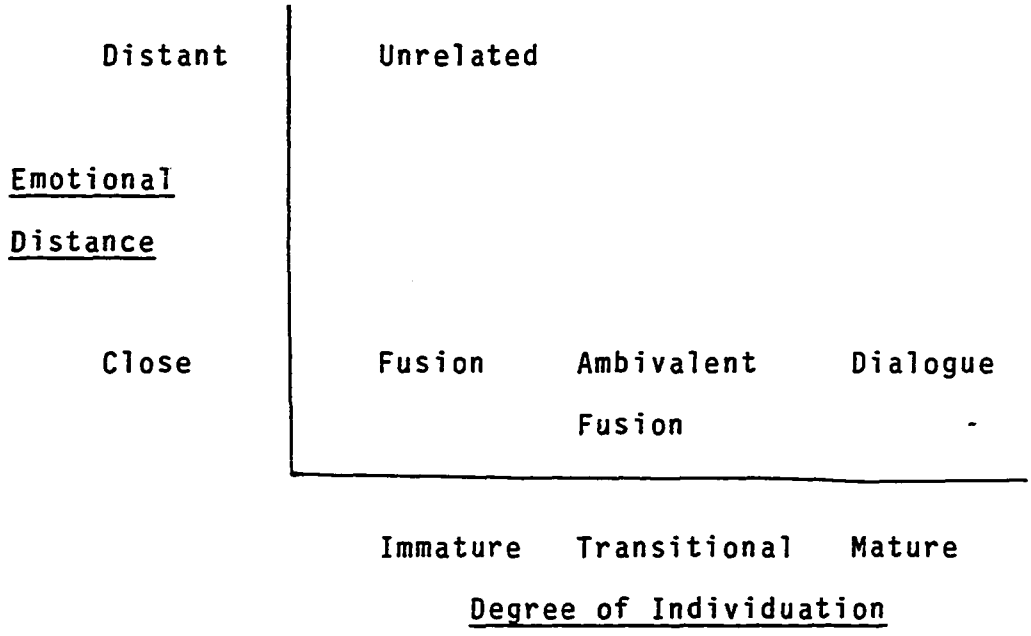

Figure 1. Modes of Relating.

position avoids a fused relationship but at the same time blocks personal growth.

A third mode is "ambivalent fusion" which represents `the transitional close position. This mode is characterized by the "conflict between progressive tendencies toward differentiation and regressive tendencies toward identification, between the responsibility and self-support that characterize individuation and the blame, guilt, and manipulation

for environmental support that characterize fusion" (p. 73). It is experienced as "being caught between the fear of being swallowed in fusion that threatens ego-loss and the fear of being totally alone, unrelated, with a responsibility for one's existence that feels too great to bear" (p. 73). Karpel sees this mode as being less stable than one of pure fusion but it can be seen as a sign that one or both of the persons has achieved a greater level of individuation.

Karpel describes five different ways in which couples express ambivalent fusion, the pattern that represents a struggle between the regressive tendency toward fusion and the progressive tendency toward individuation. The first is one partner distancing: "The couple maintain contact without fusion by establishing a pattern in which one partner keeps up a facade of distance (which both consciously accept as real), while the other pursues" (p. 74). A second is alternating distancing in which the roles of distancer and pursuer alternate. A third is "cycles of fusion and unrelatedness" in which partners move toward each other until they feel smothered and then they move apart until they feel so lonely that they move back toward each other. A fourth pattern is continual conflict which serves to maintain an uneasy balance between

being close and distant. This pattern will frequently take the form of a "triangle" in which a child, an extramarital affair, alcohol, drugs, career, or other person or issue help to regulate the distance. A fifth pattern is the impairment of one partner. This is a pattern in which it appears that one partner is much stronger than the other. Karpel theorizes that one person takes the more helpless position in order to be taken care of. The stronger gets to project all of his or her own weaknesses on the the other.

The fourth relational mode that Karpel describes is dialogue. This represents the mature close position in which the "poles of 'I' and 'We' are integrated in such a way that they nourish and foster one another" (pp. 77,78). This relationship between two relatively individuated adults is theorized to be of benefit to both the individuals and to the relationship. The kind of communication in a relational mode of dialogue fosters continuing individuation of each person. At the same time the more highly individuated the partners are, "the better prepared they are for a dialogic relationship" (p. 78). Differences are accepted and valued. Security is not on the basis of rigid probability but on the basis of trust. This is not a static position that is achieved once and for all.

Karpel does not describe the position in which a mature person is alone. Wexler and Steidl (1978) note that when a person has a "separate sense of self and clear interpersonal boundaries" (p. 76) he or she can be comfortably alone. With a high level of individuation persons can move back and forth between being physically close and apart without compulsion.

For Karpel therapeutic interventions are designed to facilitate individuation. The goal involves changing the current transactions that represent fusion and each person's cognitions in which the self is represented as indistinct from others. The theory is that a change in current transactions in the direction of increased differentiation can bring about a change at the cognitive level. At the same time a change in individuals' cognitions in the direction of seeing themselves as separate and distinct persons can be a step in changing current transactions. The cognitions that people have concerning themselves and others are believed to have been formed in response to previous social transactions.

The Couple Communication Program focuses interventions at the level of current transactions. Making "I" statements and listening to the unique statements of the partner can be seen as a way to

change transactions from those that represent fusion to those that represent dialogue. In theory, the cognitions of how the individuals see themselves and their partners will also be changed.

The family of origin workshop focuses interventions at the level of individuals' cognitions by helping them to become aware of their unique family history and to see themselves as separate and distinct persons. In theory this change in internal representations is a way to change the current transactions of the couple from the kind that represent fusion to transactions that are described as dialogue.

Definition of Terms

The definition of terms used in this study are as follows:

Autonomy. The degree to which a person makes decisions and judgments independent of social pressure and consideration of external influence. Autonomy is used as a synonym of individuation in the study.

Couple communication training. The Couple Communication Program designed by Miller, Nunnally, & Wackman and conducted according to their agenda dated October 1979 and their Couple Communication II agenda dated June 1981.

Family of origin. The family in which a person lived during infancy and childhood.

Family of origin workshop. A workshop designed to expand a person's awareness of the effect of experiences in the family of origin upon cognitions, feelings, and behaviors in their current marriage relationship.

Marital Satisfaction. The degree to which a marital partner reports satisfaction with the marital relationship.

General Hypothesis

The general hypothesis of this study is that there will be no significant differences, after treatment, on measures of marital satisfaction and personal autonomy among four groups of couples: a group that participates in the Couple Communication I Program followed by the Couple Communication II Program, a group that participates in the Couple Communication I Program followed by a family of origin workshop, a group that participates in the Couple Communication I Program only, and a no treatment control group.

Sample and Data Gathering Procedures

A program of couple communication and marriage

enrichment was announced by brochure, news releases, and personal contact in Richmond, Virginia through the School of Christian Education, Union Theological Seminary, and by a staff member of the Virginia Institute of Pastoral Care. The hope was that more than 32 couples would respond so that they might be randomly selected and then randomly assigned to four groups of eight couples each. Sixteen people (eight couples) responded. These were randomly assigned to two treatment groups (Couple Communication I & Couple Communication II and Couple Communication I & the Family of Origin Workshop). Sixteen other people (eight couples) responded at the Hidenwood Presbyterian Church and were assigned to a Couple Communication I only group. Eight persons (four couples) who responded from a military chapel choir were assigned to a no-treatment control group.

Prior to treatment all participants completed a Personal Data Form, the Marital Satisfaction Inventory and the California Psychological Inventory. The Marital Satisfaction Inventory and the California Psychological Inventory were completed after the eight week treatment period and again eight weeks after the posttest.

Limitations

Since the treatment was conducted within the context of a marriage enrichment program, the results can not be generalized to a clinical population. The results can be suggestive of the effects of these treatments for a clinical population and can serve to suggest further research.

Therapists use a variety of approaches in doing family of origin work like the coaching of Bowen (1978) and the intergenerational work of Framo (1981). The results of this study cannot be generalized to other kinds of family of origin work beyond that used with this study.

Ethical Consideration

Data was collected without reference to name. All individual test data was treated as confidential material. The teaching of communications skills first was designed to assist couples to work together in their growth. Therapy was available, if needed, following the treatment program.

Overview

In Chapter 2, the relevant literature is reviewed to provide the context for the research. The design of

the study is described in Chapter 3. In Chapter 4, the results of the study are presented and analyzed. A summary of the results of the study, conclusions reached, and implications for future research are presented in Chapter 5.

Chapter 2: Review of Literature

Research relevant to the treatment of marital distress is many faceted. A brief history of the treatment of marital distress and theories used in the treatment are presented. Outcome studies focusing on marital and family therapy are summarized. Specific studies of the effect of teaching communication skills are reviewed and the the status of outcome studies of family of origin work is assessed. Key research on the married population of the United States is then summarized.

History and Theory of Treatment

The history of the study of interventions designed to treat marital distress includes studies of marriage and the family, marital therapy, family therapy, and marriage enrichment.

As Gottman (1979) has pointed out, marriage has traditionally been studied by sociologists who relied primarily on questionnaire and interview data gathered from large samples. The first work was published in 1938 by Terman, Battenwieser, Ferguson, Johnson, and Willison who used a questionnaire to study marital satisfaction in 1133 couples. This began a long tradition that was to be followed by Burgess and

Cottress (1939), Locke (1951), and by many others who studied how different variables correlated with marital satisfaction and marital stability.

Marital therapy grew out of the needs of couples with marital problems (Olson, 1970). It did not arise from the results of experimental research as did behavior therapy or originate from a new theory or method as did psychoanalysis (Gurman, 1978). Among the pioneers in the field to respond to the needs of couples were Popone who established the American Institute of Family Relations in Los Angeles in 1930, Stone and Stone who founded the Marriage Consultation Center in New York (the question of 1929 or 1930 as the beginning date is discussed by Broderick and Schrader, 1981, p. 12), Mudd who opened the Marriage Council of Philadelphia in 1932, and Mace who founded the National Marriage Guidance Council of Great Britain in 1943 (Broderick & Schrader, 1981; Olson, 1970). The field was originally called marriage counseling.

A major factor in the development of marital therapy has been the variety of professional disciplines involved: psychiatry, clinical psychology, social work, family sociology, and the ministry (Gurman, 1978). Gurman observed that these independent disciplines "while offering the potential for

cross-fertilization, have actually yielded multidisciplinary antagonisms and adversarial joists" (1978, p. 446). The fact that the different professions often worked with different clinical populations and had different values also tended to inhibit interdisciplinary communication. The American Association of Marriage Counselors, organized in 1942, originally had and continued to have members from several disciplines. The organization's name changes represent changes in the field. In 1970 the name was changed to the American Association of Marriage and Family Counselors to reflect the interests of its members in work with whole families. In 1978 it became the American Association for Marriage and Family Therapy.

When Olson wrote a review of marital therapy in 1970 he noted that most of the published material focused on clinical techniques and illustrative case descriptions but with very little attention to theory or empirical research. He expressed his concern: "the field (marital therapy) has been seriously lacking in empirically tested principles and is without a theoretically derived foundation on which to operate clinically" (Olson, 1970, p. 503). In the 60's Manus (1966) described marriage counseling as a "technique in

search of a theory."

Theories that were developed outside the study of marriage were applied to the treatment of marital distress. Theories like psychoanalytic and behavior modification that were originally created to understand and treat the individual were expanded to focus on the marital dyad. Most of the systems theories that were applied to the understanding and treatment of human behavior were focused on the family. The marital dyad was treated as a sub-system of the family.

Psychoanalysis has had a significant effect on the development of marital therapy through the publications of Oberndorf (1938), Mittleman (1948), Giovachini (1965), and others. The psychoanalytic approach to marital therapy involves: Freudian principles of how individuals, couples, and families function, a method to investigate the working of the mind, and a treatment method (Meissner, 1978).

Oberndorf (1938) reported the results of having analyzed each member of nine married couples over a 25 year period. He saw them individually using traditional psychoanalysis. From this work he came to several conclusions about the marital relationship. He described both marital attraction and marital conflict in terms of individual neurosis. This neurosis has its

origin in the love life of the child and the conflict of that love life with cultural prohibitions. He saw that a neurotic person's capacity to love was limited. Marital disappointment and discord arise when a person discovers that the spouse does not fulfill unconscious infantile longings and discovers that the adult role is significantly different than the fantasies of childhood. He noted also that when a person associated his or her spouse with the parent of the opposite sex, the prohibition against incest could interfere in the marital sexual relationship. His emphasis upon the growth of the individual rather than the development of the relationship can be seen in this statement: "The association of two neurotic persons in marriage is indeed a poor substitute for the cure of neurosis (p. 465).

Since the traditional psychoanalytic approach uses as its basic technique the development and resolution of the transference neurosis, controversy has continued concerning whether or not working with both partners of a marriage was beneficial or harmful. Mittleman (1948) outlined a complementary needs view of marriage and argued that seeing each person at a separate time helped him gain a clearer picture of the neurotic needs of each. He reported four complementary patterns: (1)

one partner was dominant and aggressive while the other was submissive and masochistic, (2) one partner was emotionally detached and the other was craving affection, (3) one partner was acting helpless and craving care and the other was trying to be omnipotent, and (4) both partners were in continuous conflict for dominance.

Giovacchini (1965) argued that any contact by the analyst with the spouse interfered with resolution of the transference neurosis. The reliance upon traditional psychoanalytic theory and practice resulted in the rejection, by many, of conjoint marital therapy (Prochaska & Prochaska, 1978). As late as 1973, Cookerly found that concurrent therapy (one therapist seeing each spouse individually) was the most common approach being used. The emphasis was on change in the individual.

A major development in psychoanalytic theory that has provided a bridge from the intrapsychic world to the interpersonal world and therefore to the marital relationship, is the theory of object relations (Meissner, 1978). This is the theory that a person has a mental representation of others, self, and the relationship between them and that these representations affect interpersonal relationships.

Gurman (1978) has pointed out that the psychoanalytic approach has "added enormous depth to the understanding and vagaries of the marital relationship" (p. 478) but has not made significant innovations in the treatment of marital distress. For example, Nadelson (1978) discussed the process of marital therapy with the traditional psychoanalytic concepts: transference, countertransference, resistance, and therapeutic alliance.

Behavioral marital therapy has been the most recent development in the field (Olson, et al., 1980; Gurman, 1978). During the last decade behavioral marital therapists have combined operant learning principles, social exchange theory, and attribution theory and stressed assessment, specific behavioral change, and the use of techniques that have been tested empirically (Olson, et al, 1980; Stuart, 1980).

A key to the development of behavioral marital therapy, according to Jacobson and Martin (1976), has been the use of the exchange theory from social psychology (Thibaut and Kelly, 1959). Thibaut and Kelly theorized that in any relationship between two people they are both striving to maximize the rewards and to minimize the costs. Therefore, social behavior is maintained when there is a higher level of rewards than

costs. Stuart (1969) applies the exchange theory directly to marriage with an emphasis on operant learning. He saw marital satisfaction occurring when there was a high rate of positive reinforcers being exchanged. When the rate of positive reinforcers being exchanged was low that was the basis for marital distress and for couples to be less attracted to each other.

Weiss, Hops, and Patterson (1973) argued that marital conflict occurred when a partner used faulty methods to try to change the other. Instead of a strategy of positive rewards for cooperation and desired behavior, a partner made excessive use of aversive control tactics. The result of these aversive tactics is either the reciprocal use of aversive tactics by the partner or a low rate of positive reinforcers.

Behavioral marital therapists have also drawn upon systems theorists like Lederer and Jackson (1968) and placed a significant emphasis upon the communication in successful marriage. Gottman, Notarius, Gonso, and Markham (1976) found that couples in a distressed marriage had significant deficits in communication skills.

Lester, Becham, and Baucom (1980) have described

four of the main techniques of behavioral marital therapy: problem solving, communication training, behavioral contracting, and homework assignments. Couples are taught three steps of effective problem solving and are coached in their use. The first is to select and state the problem specifically. Then they are taught to list specific possible solutions. The third step is to work for a solution that is acceptable to both.

Lester et al. (1980) list unproductive communication behaviors like interrupting, deciding who is at fault, changing the subject, and making power moves. Some of the skills they seek to teach instead are to talk directly to each other, make eye contact, make "I" statements, use reflective listening, and to give praise.

The technique of contracting is designed to increase the reciprocal exchange of positive behavior and to decrease behavior that displeases. Homework is prescribed to provide an opportunity between sessions to practice good communication, problem solving, and contracting.

Although articles have been written about marriage and marital therapy from a systems point of view, the reality is that there are several family systems

theories. The variations have been categorized by Steinglass (1978) under four headings: Mental Research Institute and communications theory, Minuchin and structural family theory, Murray Bowen and family systems theory , and contributions from family sociology. Gurman (1978) refers to the variety of systems approaches as follows: the strategic therapy of Haley and Milton Erickson, the communications oriented therapy of the Palo Alto group, the structural family therapy of Minuchin, the eclectic communications therapy of Satir, and the Bowen theory.

Steinglass (1978) has outlined four "core concepts of living systems": the concept of organization, the concept of control, the concept of energy, and the dimensions of time and space. The concept of organization refers to the fact that units or elements are seen as being in some consistent relationship to each other. The first principle of organization is wholeness: "this collection of consistent elements once combined, produces an entity that is greater than the additive sums of each of the separate parts" (p. 306). Marriage is seen as a unit that is greater than the sum of the two persons. Another concept associated with organization is that of boundaries. For one person the boundary of his or her skin is clearly seen. A marriage

also has a boundary even though it is not visible. The boundary may have various degrees of permeability all the way from being closed to being so open that the boundary is almost nonexistent. A third concept of organization is that of hierarchical levels. For examples, communities may be seen as subsystems of the state, families as subsystems of the community, marriage as a subsystem of the family and two individual persons as subsystems of a marriage.

The second major concept of a systems approach is control. One aspect of control is the concept of balance or homeostasis. For example, families have been seen as having a tendency to maintain a balance in speech interaction rates. The individuals may change but the overall family rate remains relatively constant. Another key concept is the feedback loop. Instead of two events being related in a cause and effect fashion they may be related in a circular fashion. A husband may criticize his wife, who in turn may criticize him, whereupon he may criticize her again, and the cycle continues.

A third major concept is that of energy. At one level this refers to basic energy to keep a system going. In living systems, a great deal of attention has been given to the process by which information is

changed and is moved in and out of the system.

The fourth concept is that of the dimensions of time and space. Each of the other three are seen as operating in both time and space. For example, when referring to organization in space we are dealing with it structure; when in time we are dealing with its function or process.

The use of a systems approach in marital therapy evolved out of its use with the whole family (Olson, 1970)and has had a significant effect upon marital therapy. Marital therapy with its origins in the 1930's and family therapy with beginnings in the 1950's initially developed as separate fields (Olson, 1970). More recently the distinctions between the two fields have faded (Olson, Russell, and Sprenkle, 1980). In his critical review of contemporary marital therapies Gurman (1978) stated: "The substantive history of marital therapy has emerged primarily from the history of family therapy. Marital therapy adopted much of family theory long after the establishment of marital therapy as an area of independent clinical practice" (p. 446).

A major weakness in the approach of the behavioral marital therapists and some systems therapists in the view of Gurman is that they continue to ignore the

major source of resistance to change: the "internal pressure generated by the desire to maintain one's own self-esteem and psychic boundaries" (1980, p. 87). Gurman's position is consistent with Feldman's who argued that nonproductive marital conflict "is to prevent the emergence into conscious awareness of intense unconscious anxiety that has been stimulated by an actual or anticipated increase in interpersonal intimacy" (1979, p.69).

In a study of the pioneers in the field of family therapy, Olson (1970) found that many of them were "mavericks from psychiatry who were initially interested in treating families which contained a severely disturbed individual" (p. 503). These psychiatrists and a growing number from other fields (Broderick & Schrader, 1981; Olson, 1970) became disillusioned with traditional individual approaches, found that the patient usually came from a disturbed family, saw the child as a symptom of a problem family, and began to treat the whole family. By using a systems approach, they challenged many of the assumptions concerning the determinants of individual psychopathology and developed innovative ways to treat the problems. For some family therapists the focus came back to the husband-wife relationship as the marital

pair were seen as a subsystem of the family system. For some, like Satir, problem children were often seen coming from homes where there was a disturbed marital relationship: "The parents are the architects of the family and the marriage relationship is the key to all other family relationships" (1964, p.1). Here was the basis for the two professions of marital therapy and family therapy to move toward each other.

After reviewing the progress in developing theory and therapeutic techniques and in empirical research during the decade of the 70's Olson et al. (1980) concluded that marital and family therapy had emerged as a significant and separate mental health field. They noted that it is becoming the treatment of choice for a wide range of problems such as sexual impotence, child abuse, adolescent delinquency, and alcoholism. Marital therapy is no longer seen as a technique in search of a theory but a field in which theory and method have been rapidly developing (Olson, et al., 1980). One example of the development is the book edited by Paolino and McCrady (1978) which describes and critiques psychoanalytic, behavioral, and systems approaches to the understanding of marriage and to the practice of marital therapy. In his critique Gurman (1978) concluded that each approach had advantages and

disadvantages, that no one approach could be singled out as clearly superior, and that no one approach should be discarded at this time on theoretical or research grounds.

In the 1960's a new field emerged that came to be called marriage enrichment (L'Abate, 1981; Mace & Mace, 1974; Otto, 1976). Among the pioneers were David and Vera Mace who began work with the Society of Friends in 1961. In 1973, on their 40th wedding anniversary, they founded an organization named the Association of Couples for Marriage Enrichment (ACME). Also in 1961, Otto started work focusing on family strengths and created the "Family Resource Development Program" and then the "More Joy in Your Marriage Program." Leon Smith in 1965 began the Marriage Communication Lab program in the United Methodist Church. The Marriage Encounter movement came to the United States in 1967 after having started in Spain in 1965. It began in the Roman Catholic Church and has spread to Jewish and some Protestant groups to the extent that an estimated 100,000 couples a year are participating (Otto, 1976). Guerney (1977) developed a format for teaching communication skills based on the work of Rogers which he called Conjugal Relationships Enhancement. L'Abate (1981) described the Minnesota Couple Communication

Program (now known as the Couple Communication Program) as being "The most widely and probably most thoroughly researched program in communication training" (p.634). The enrichment approach has roots in the human potential movement, has grown with an emphasis upon prevention in contrast to therapy, and has aimed to reach the larger population of couples who have fairly well functioning marriages but who are looking for even better relationships.

In summary, the history of marital therapy has revealed a weakness in both theory and empirical research. The theory of marital therapy, instead of developing within the field, originated in individual and family treatment. Marital therapy has not been developed within one professional discipline. Sometimes the different professions have taken an adversarial position rather than a cooperative one. Leaders in the field of marital therapy have concluded that no one approach to marital therapy has been found to be clearly superior nor can any of the approaches be ruled out as ineffective.

Treatment Procedures

As described in the work edited by Paolino and McCrady (1978) the major methods for intervening in the

marital relationship have been derived from three perspectives: psychoanalytic, behavioral and systems theories.

Several major reviews of the outcome research in the field of marriage and family therapy have been completed. Jacobson (1979, 1978) has written reviews of marital therapy from a behavioral perspective. Using strict criteria for effective research methods, Jacobson (1978) concluded that neither psychoanalytic nor systems approaches to marital therapy "can claim a single outcome experiment investigating its effectiveness." (1978, p. 397). He found that effective research was focused in the areas of behavioral contracting and communication training.

Gurman and Kniskern (1978) wrote a comprehensive analysis of the field in which they examined over 200 reports involving almost 5,000 clients. A list of 32 reviews of marriage and family therapy was presented by Gurman and Kniskern (1981b). A summary of their findings is as follows:

1. Conjoint treatment is clearly the method of choice for therapies that are not explicitly behavioral or exclusively symptom-focused.

2. "Individual psychotherapy for the treatment of marital problems has a noteworthy poor record of

positive outcomes and a strikingly high rate of negative outcomes" (1981b, p. 749). They found only a 48% improvement rate for individual treatment and a 11.6% deterioration rate. The deterioration rate for all other approaches combined was 5.6%.

3. "Behavioral marriage therapy appears to be about as effective for minimally-moderately distressed couples as nonbehavioral methods, though it must be emphasized that behavioral and nonbehavioral studies often employ rather different outcome criteria. Neither behavioral nor psychodynamic marital therapy has accumulated much empirical support in the the treatment of severely distressed marriages." (p. 749).

4. "The only treatment ingredients that have received consistently positive empirical support as facilitating the outcomes of marital therapies, apparently regardless of the general mode of such therapies are those that increase couples communication skills. In fact, at this point, it is defensible to argue that increased communication skills, however they are achieved, are a sine qua non of effective marital therapy" (p. 749). They point out that they are not saying that improved communication skills are sufficient alone for positive outcomes in most cases.

5. "Family therapies of several modes are at least

as effective as and probably more effective than many commonly offered treatments (e.g. individual psychotherapy) for problems that clearly involve marital and/or family conflict" (p. 749).

6. "At present, no conclusive assessment can be made of the general comparative efficacy of behavioral vs. other marital and family treatment methods. Such studies are nearly non-existent" (p. 749).

In his comparative analysis of marital therapies, Gurman (1978) defined the following 13 "therapist roles and functions":

1. Teaches skills, imparts knowledge.
2. Models new modes of interpersonal behavior.
3. Directs, structures, session; sequences goals.
4. Clarifies communication.
5. Gives practical advice, support.
6. Provides rationale for couples' difficulties and for treatment offered.
7. Encourages and supports expression of feelings.
8. Manipulates environment.
9. Assigns "homework".
10. Challenges couple's assumptions , beliefs.
11. Interprets patients' feelings and behavior, facilitates insight.
12. Facilitates and interprets transference.

13. Share own values, uses self, including countertransference feelings and behavior (p. 547).

Gurman evaluated the frequency of use of each of these for the psychoanalytic, Bowenite, communications, and behavioral approaches. He concluded "All of the approaches attach major importance to four therapist activities: (1) directing and structuring the flow of therapy sessions and guiding the sequencing of treatment goals; (2) challenging the assumptions, beliefs, and attitudes of couples about the nature of marriage in general and of their difficulties in particular, and providing alternative world views; (3) clarifying communication; and (4) assigning out-of-therapy "homework" of various sorts." (p. 546)

The Couple Communication Program (CCP), formerly known as the Minnesota Couple Communication Program, is a structured 12 hour program designed to teach effective communication skills to couples (Miller, Nunnally, & Wackman, 1975, 1979; Miller, Wackman, Nunnally, & Saline, 1981). Wampler (1982) critically reviewed 19 research studies on the Couple Communication Program using the criteria for design quality developed by Gurman and Kniskern (1978). She also evaluated the effectiveness of CCP in the light of its stated goals: "(a) to increase each partner's

accuracy of perception about self, self's contribution to the couples' interaction, and the rules of the couple's relationship and (b) to increase each couple's ability for clear, direct, open style communication about their relationship" (p.346). She summarized the results of the studies from both behavioral and self-report measures. On the behavioral measures she found that "regardless of the type of measure used, couples significantly improved their communication between pretest and posttest and in studies where there was a control group, "CCP groups improved to a greater extent than other groups" (p. 350). The results of follow up studies have been mixed. For example, Wampler and Sprenkle (1980) found that the gains in open communication did not continue in a six month follow up. Others (Joanning, 1982; Stafford, 1978) reported a decline on follow up but maintenance of gains significantly over pretest levels in the treatment group. Studies of CCP using self-report measures found that it has a "positive effect on a couple's ability to recall their previous interaction" (p. 348). CCP appears to have no effect on self-disclosure or self-esteem. In the studies that Wampler rated "very good" in research design, she found that they "reported positive effects of CCP on communication and/or

relationships satisfaction" (p. 350). There were no negative effects reported. In summary Wampler concluded, "Findings from a review of 19 research studies on the Minnesota Couple Communication Program (CCP) indicate that CCP has an immediate positive effect on communication behavior and relationship satisfaction. CCP does not alter reported levels of self-disclosure or self-esteem. Positive changes due to CCP persisted at follow-up in some studies, but evidence of durability of effects is weak" (p. 345).

Birchler (1979) examined the studies of the role of communication skills in marriage both in marriage enrichment programs and in marital therapy. In addition to the Couple Communication Program, he reviewed the studies of Congugal Relationship Enrichment (CRE) and those of behavior contract training. Birchler noted that communication skill training has been a part of all forms of behavioral marriage therapy. O'Leary and Turkewitz (1981) compared the outcome of couples in a Behavioral Marital therapy group, a communications therapy group and a waiting list. They found that both treatment groups made significant changes in contrast to the waiting list group on marital problems and general communication patterns but there were not significant differences between the treatment groups.

The authors acknowledge that training in communication skills was an important part of both treatment groups and that "the overlap was necessitated by the authors' feelings that improving communication is essential to any viable approach to marital therapy" (p. 166).

Baucom (1982) compared the treatment of maritally distressed couples in three treatment conditions and a waiting list. There were no significant differences among the treatment groups: problem solving/ communication training plus quid pro quo contracting, problem solving/ communications training only, and quid pro quo contracting only. All three treatment groups improved on a behavior measure of marital interaction and on a self-report measure of marital satisfaction in comparison with the control group. On closer examination, Baucom found the group treated with contracting only did not improve on negative communications. He concluded: "Although the major finding of no difference among treatment conditions holds, when a couple needs to change their communication patterns, teaching them only contracting skills appears unlikely to be the most effective strategy" (p. 173).

Several family and marital therapists have included work with the family of origin in their

treatment. None have reported controlled research to assess the effectiveness of their approaches. Hawkins and Killorin (1979) designed the procedures used in a family of origin workshop but reported no experimental assessment. Kerr (1981) presented a current description of family systems theory as developed by Bowen in which the therapist coaches partners in a marriage to make visits with their families of origin to "differentiate" themselves from their original families. Although the guidelines provided by the editors of the Handbook of Family Therapy (Gurman & Kniskern, 1981a) requested authors to include a summary of the research evidence for the effectiveness of the approach, Kerr (1981) in describing Bowen theory, mentions none. Kerr's opening statement expresses Bowen's viewpoint: "The emphasis in this chapter is theory, both from the perspective of historical development and the current state of knowledge. At Georgetown, therapy and technique have always been viewed as logical extensions of theory and have received therefore, secondary emphasis in the training programs" (p. 226). Gurman noted that although Bowen has been associated with research on the process of multigenerational transmission of psychopathology he "has reported no empirical data relevant to these constructs" (1978).

Framo (1981, 1976) has regularly included members from the extended family in his treatment and has described his approach in a chapter, "The Integration of Marital Therapy with Sessions with Family of Origin." In that chapter Framo (1981) acknowledged that "concrete, hard data have not been provided for the effectiveness of his conceptual approach to psychotherapy" and stated "I have done no systematic research on my treatment methods" (p. 154).

To summarize, research has supported the effectiveness of conjoint treatment in contrast to individual psychotherapy for the treatment of marital distress (Gurman & Kniskern, 1981b). Teaching communication skills to distressed couples is the one element that has consistently received empirical support. Gurman & Kniskern (1981b) concluded that teaching communication skills is necessary but not sufficient for positive outcome in most cases. Gurman (1980) has argued that interventions must addressed to modify intrapsychic sources of resistance. However, approaches like those of Hawkins and Killorin (1979), Kerr (1981), and Framo (1976, 1981) which address such intrapsychic issues, have not been subject to empirical research.

Population

The major sources of information about the married population in the United States are the U.S. Bureau of the Census, the National Center for Health Statistics (which is a part of the U.S. Department of Health and Human Services), and the research conducted by sociologists.

On April 1, 1980 the population of the United States was 226,504,825, a 11.4% increase over 1970 (U. S. Bureau of the Census, 1981). While the population increased by 11.4% during the decade, the number of households increased by 27% so that there were 80.4 million households in 1980 (U.S. Bureau of the Census, 1982). Of that number 58,975,810 were defined by the Census Bureau as family households. Of the family households, 48,642,379 were headed by a married couple. When compared to the 1970 statistics, the Census Bureau found that there was a 73% increase in non-family households and a 13% increase in family households. 23% of all households in 1980 were composed of one person: the number of people living alone rose from 10.9 million in 1970 to 18.2 million in 1980. The average number of persons per household dropped from 3.11 to 2.75 in the decade.

According to the 1980 census, the population of

Virginia was 5,346,279, an increase of 14.9% over 1970 (U.S. Bureau of the Census, 1981). There were 1,857,018 households in the state. 1,391,076 were family households and 1,142,809 households were headed by married couples (U.S. Bureau of the Census, 1982).

During the year 1981, there were 2,438,000 marriages and 1,219,000 divorces in the United States according to provisional reports (NCHS, 1982). According to the National Center for Health Statistics, "The 1981 provisional marriage rate was 10.6 per 1,000 population, the same as for 1980. The rate increased from 8.4 per 1,000 population for 1958 to 10.9 for 1972. After 1972 the marriage rate dropped sharply, falling 9 percent to 9.9 for 1976. It leveled off for 1977 and rebounded to 10.6 for 1980. Since 1867, the first year for which marriage statistics are available, the marriage rate has ranged from a low of 7.9 for 1932 to a high of 16.4 for 1946" (1982, p. 8). In their report the National Center for Health Statistics made this statement concerning the rate of divorce: "The provisional divorce rate for 1981 was 5.3 per 1,000 population, 2 percent higher than the rate for 1980. The divorce rate doubled between 1966 and 1976, rising sharply from 2.5 to 5.0. Then it remained stable for 1977, rose to 5.3 for 1979, dipped to 5.2 for 1980, and

rose again in 1981" (1982, p. 9). In Virginia there were 25,265 divorces in 1981, a rate of 4.7 per 1,000 population.

Spanier and Glick (1981) studied some correlates of marital instability in the United States. They found that "women who marry at ages 14 to 17 are twice as likely to divorce as women who marry at ages 18 or 19, are three times as likely to divorce as women married at ages 20 to 24....Men who marry in their teens are about twice as likely to divorce as men who marry at ages 20 to 24; and more than twice as likely to divorce as men who marry at ages 25 to 29" (p. 333). They found that education was correlated with marital stability: both men and women with college degrees have high levels of marital stability while those who have less than high school education have especially low levels. They report one finding contrary to that generalization: women with graduate school training have much more marital instability than those whose highest education is four years of college. They found that men and women with low family income had the greatest probability of marital disruption. When the number of children were considered, Spanier and Glick (1981) found the greatest probability of divorce or separation among women with no children and the least

likelihood of marital disruption among women with three or more children. Another factor is the sex of the children: "Women who have at least one son are most likely to remain in their first marriage. One example of the converse is that women with two children who have two girls, as opposed to two boys or one girl and one boy, are more likely to become divorced or separated" (p. 334).

There is considerable controversy over how divorce statistics should be interpreted. For example, Crosby (1980) raised several concerns about the method of calculating divorce statistics which affect their reliability and internal validity. He also raised questions about interpretation in historical context which affect the external validity of the statistics. The first question concerns the methods of calculating divorce statistics. The method most commonly used is to compare the number of weddings in a particular year with the number of divorces in that year. If there were 1000 weddings in a particular year and 500 divorces in that year, the divorce rate would be 50%. The marriages that were contracted in all previous years that ended in divorce during the year are compared with the number of marriages contracted in the current year. Therefore, if just the number of marriage changed there would be a

change in the divorce rate statistic.

Another common way to report divorce statistics is to indicate the ratio of the number of divorces in a year to each 1000 persons in the total population. The problem is that this statistic is affected by the birthrate. Therefore, if the number of divorces remained the same, a lower birthrate would lead to a higher divorce statistic.

Another divorce statistic is a comparison of the number of divorces in a year to the number of married women. In this case the statistic gives the percentage of all marriages that ended in divorce during that year. A modification gives the percentage of all marriages in a particular age group that ended in divorce.

A second major problem with divorce statistics is that only about half of the fifty states report complete information to the federal government on the number and characteristics of divorces granted in their states. Other information is estimated.

Other factors that can distort interpretations of marriage and divorce statistics are the higher divorce rate of those who have remarried at least once, the inadequacy in reporting desertions and legal separations, and comparisons of current statistics with

those before 1930. Marriage and divorce statistics before 1930 are especially suspect because of inadequate record keeping.

Social and economic changes are significant in making interpretations: The cost of obtaining a divorce has decreased in comparison to average income, divorce is more socially accepted now, and the legal grounds for divorce have changed so that by 1975 all but four states had some form of "no fault" divorce. The increase in life expectancy means that some marriages that previously would have ended with death are now ending in divorce.

Crosby (1980) concluded: "The divorce statistics, variously calculated, tell us only one thing: They tell us how many marriages were legally dissolved in a given period of time. They do not tell us, or give us justification for claiming that the statistics represent the number of failures in marriage; nor do the statistics indicate the degree of marital health within a society, sub-culture or age sub-set. To appeal to divorce statistics in order to make a case for the supposed decay of marriage or the breakdown of the family without careful consideration of the historical context is to use statistics in an illegitimate manner" (p. 57). Crosby (1980) has held that the divorce

statistics do not adequately reflect marital instability because of inadequate statistics on desertions and separations. An increased number of divorces does not necessarily indicate greater distress in marriage today than 50 years ago since divorce today is more financially and legally possible, socially acceptable, and may be more often taken as a way to deal with the distress.

Sociologists have focused much of their study of marriage on two major variables: stability and satisfaction. In their review of research findings for the decade ending in 1970, Hicks and Platt (1970) identified these factors as related positively to marital satisfaction: "Higher occupational statuses, incomes, and educational levels for husbands; husband-wife similarities in socio-economic status, age, and religion; affectional rewards, such as esteem for spouse, sexual enjoyment, companionship; and age at marriage" (p. 554).

Sociologists have postulated two basic types of marriage in the United States each with its own basis for marital happiness: institutional and companionship (Hicks and Platt, 1970). "In the institutional marriage adherence to traditional role specifications, custom, and mores would be the factors which would be most

significant to the success of happiness of the marriage....The husband role is held to be the more instrumental, the wife role, the more expressive-integrative....A second, emerging type, usually referred to as the companionship marriage places greater emphasis on the affective aspects of the relationship. Emphasis is placed on personality interaction. Role specifications are taken for granted and may even be added to. But, whatever these specifications are, much more is expected and even demanded. Companionship, expressions of love, etc., characterize this pattern; and marital happiness is a function of the expressive aspects of the relationship. Variables such as esteem (affection) for spouse, sexual enjoyment, companionship, and communication might be expected to be significant to happiness in the pattern" (Hicks & Platt, 1970, p. 555). Hicks and Platt report on research of the institutional marriage which supports the position that satisfaction in marriage is related to the "congruence of the husbands' self-concept and that held of him by his wife." (p. 556).

Since 1970 marital research has focused more on the specific dimensions of marital interaction (Snyder, 1979). Birchler (1979) found a high correlation between

Table 2.1

Requests for Behavior Change on the Areas of Change Questionnaire by Distressed Husbands and Wives (N=153) (Birchler, 1979, p. 275).

Rank Order	Wives about Husbands	%	Husbands about wives	%
1	Express emotions more clearly	86	Express emotions more clearly	79
2	Give appreciation to spouse	78	Give appreciation to spouse	63
3	Attend to spouse	75	Initiate having sex	63
4	Arguing	73	Arguing	63
5	Start interesting conversations	67	Attend to his sexual needs	61

communication behavior and marital satisfaction. He compared responses to the Areas of Change Questionnaire (Birchler, 1973; Weiss, Hops, & Patterson, 1973) from 153 couples seeking marital therapy in a psychiatric outpatient setting and 91 "nondistressed" couples. This questionnaire calls for a spouse to rate the other on specific behaviors they seek changed in the other. The

Table 2.2

Requests for Behavior Change on the Areas of Change Questionnaire by Nondistressed Husbands and Wives (N=91) (Birchler, 1979, p. 275).

Rank Order	Wives about husbands	%	Husbands about wives	%
1	Give appreciation to spouse	38	Express emotions more clearly	31
2	Express emotions more clearly	36	Initiate having sex	25
3	Initiate having sex	26	Attend to his sexual needs	27
4	Start interesting conversations	26	Keep the house clean	23
5	Go out	22	Start interesting conversations	20

rank order and percentage of responses are given in Table 2.1 and Table 2.2.

In this study the major differences were not with what responses that were rated but in the percentages. Distressed couples reported a desire to change "arguing" that was not mentioned by the nondistressed couples. Birchler (1979) also reported that in a study

of 52 wives and 47 husbands who sought help for their marriages in a psychiatric outpatient setting the three most frequently mentioned problems were: (first) lack of communication, (second) difficulties in sexual expression, and (third) personality factors like spouse is too moody, demanding or critical.

Another body of research since 1960 has focused on the specific areas of finances, sexual relationship, and concerns about children and child rearing. For example Spanier and Lewis (1980) reviewed the research on the effects of children on marital quality and concluded "research in the past decade (70's) substantiates the fact that the birth of a child has a negative impact upon most marriages, especially for wives" (p. 828)

These studies and others formed the basis for the selection of the scales for the Marital Satisfaction Inventory (Snyder, 1979). From his normative sample, Snyder found the correlations of other scales with Global Distress were as follows (after conventionalization had been partialled out): Affective communication, .56; Problem solving communication, .57; Time Together, .57; Disagreement about Finances, .31; Sexual Dissatisfaction, .33; Role-Orientation, -.07; Family History of Distress, .08; Dissatisfaction With

Children, .14; and Conflict over Childrearing, .35

Summary

Research like that conducted by Birchler (1979) showed a high correlation between communication behaviors and marital satisfaction . However, these studies of the married population do not provide evidence concerning how to make changes in communication behavior that persist.

Studies of the Couple Communication Program provide evidence of an immediate positive effect on communication behavior and relationship satisfaction, but the evidence of the durability of these changes is weak.

A review of marital therapy revealed widespread use of family of origin work by therapists like Bowen, Framo, and their students but little experimental evidence for the effectiveness of that type of intervention.

Therefore, the problem addressed by this study is to determine whether either the Couple Communication II Program or the family of origin workshop, when used following the Couple Communication I Program, is a more effective method to treat marital distress than the Couple Communication I Program alone especially on

follow up measures. If both are more effective than Couple Communication I Program alone, then the problem is to determine which is more effective.

Chapter 3: Methods and Procedures

The specific features of the study are described in this chapter: sample population, treatment, data gathering methods, instrumentation, statistical hypotheses, research design, and statistical analyses.

Sample

A program of couple communication and marriage enrichment was announced by brochure, news releases and personal contact in Richmond, Virginia through the the Scnool of Christian Education, Union Theological Seminary and by a staff member of the Virginia Institute of Pastoral Care. Sixteen people (eight couples) responded and the program began January 27, 1985. Sixteen other people (eight couples) responded at the Hidenwood Presbyterian Church in Newport News, Virginia for a program that began April 16, 1985. At the same time eight individuals (four couples) from a military chapel choir responded to an announcement for those interested in couple communication and they were formed into a no-treatment control group.

The eight couples from the Richmond group were randomly assigned to two treatment groups. The treatment for one group was the Couple Communication I

Program followed by the Couple Communication II Program. The treatment for the second group was the Couple Communication I Program followed by the family of origin workshop. The couples from the Newport News group were treated with the Couple Communication I Program only. The other couples were assigned to a control group.

The average age of all participants was 40.6 years. The average age of the men was 41.4 and of the women, 39.8. The age range was from 27 to 64 years. The average number of years of education was: 16.4 for all participants, 17.1 for men, and 15.7 for women. The range of years of education was from 12 to 21. The couples had been married an average of 15 years. The length of marriage ranged from one to 36 years. Individuals had been married an average of 1.3 times with a range of one to three. Couples had an average of 2.1 children. The range was from none to four. Additional details on the demographic variables are presented in Appendix B (p. 134).

Treatment

Couples in all three treatment groups first received four weeks of Couple Communication training, three hours per week, using the group agenda for Couple

Communication I (Miller, Nunnally, & Wackman, 1979a).

The two treatment groups in Richmond received the four weeks of Couple Communication I together. Then one treatment group received an additional four weeks of Couple Communication training, two and one half hours per week, using the group agenda for Couple Communication II (Miller, Nunnally, & Wackman, 1981). The second treatment group received an additional four weeks of treatment, two and one half hours per week, using the Family of Origin Workshop agenda in Appendix A (p. 103). The third treatment group received no additional training beyond the Couple Communication I Program.

Two couples provided the leadership for the study. Both had been officially trained to conduct the Couple Communication I Program. One couple conducted the Couple Communication I Program in Richmond and the other in Newport News.

The leader of the Couple Communication II Program was female and received training in its use from the experimenter. The leader of the Family of Origin Workshop was male and had also received training from the experimenter in its use (see Appendix C, p. 137).

Data Gathering Methods

One week before the treatment began, all couples completed a personal data form, the Marital Satisfaction Inventory, and the California Psychological Inventory. All couples completed the Marital Satisfaction Inventory and the California Psychological Inventory following the eight week treatment and again eight weeks after treatment. Testing of the control group was conducted at the same intervals.

Instrumentation

Two instruments were used: the Marital Satisfaction Inventory (Snyder, 1979, 1981) and the California Psychological Inventory (Gough, 1975). The only scale used from the California Psychological Inventory was an autonomy scale developed by Kurtines.

The Marital Satisfaction Inventory. The Marital Satisfaction Inventory (Snyder, 1979) is a 280 item self-report instrument designed to measure global marital satisfaction, subjects' tendency to distort the appraisal of their marriage, and nine specific areas of marital satisfaction. The Marital Satisfaction Inventory has 11 scales: conventionalization, global distress, affective communication, problem solving

communication, time together, disagreement about finances, sexual dissatisfaction, role orientation, family history of distress, dissatisfaction with children, and conflict over child-rearing. The last two scales were not used in the study since all couples did not have children. The family history of distress scale was not used because it is designed to measure history which is not subject to change because of treatment. The role orientation scale was not used because it is designed to measure traditional vs. non-traditional role expectations rather than distress.

The test-retest reliability indexes for the individual scales on the Marital Satisfaction Inventory averaged .89.

Several studies of the validity of the Marital Satisfaction Inventory have been made. The correlation between the global distress scale on the Marital Satisfaction Inventory and the Locke Wallace Marital Adjustment Test is .90 (.80 with conventionalization partialled out). The Marital Satisfaction Inventory was able to discriminate between a group of 30 couples in marital therapy and a group of 30 matched control couples not in therapy (F (11,108) = 31.83, p <.001). Snyder, Willis and Keiser (1981) also reported a study of the correlation between each Marital Satisfaction

Inventory scale and an examination of 50 couples using 61 clinical criteria. They found 95 significant scale correlates and concluded that the results support the Marital Satisfaction Inventory as a valid way to determine both the extent and multiple sources of marital distress.

The California Psychological Inventory. The dependent variable, autonomy, was measured by an autonomy scale using 25 items of the California Psychological Inventory (Kurtines, 1974, 1978). Subjects completed the entire inventory at the pretest. They completed the 25 items on the posttest and follow-up test. Kurtines reported an average reliability of .61 for the autonomy scale as estimated by Hoyt's analysis of variance method (Hoyt, 1941).

Kurtines' (1974) first studies were designed to establish the validity of the construct, autonomy. He found that a group of psychologists, a group of psychology graduate students, and a group of non-psychologists were able to agree on a profile of an autonomous person using the California Q sort with the basic definition: "a person who seems to make decisions and judgments independent of immediate social pressure and consideration of external influences" (p. 244). The estimated reliability of the total composite was .91.

He also correlated the autonomy rating of 30 undergraduates given by 11 peers with the results of each of the scales on the California Psychological Inventory. Twenty five items from the California Psychological Inventory were selected using the strategies of criterion keying and factor analysis to form the autonomy scale. Kurtines reported two studies of criterion related validity. In one study the correlation between scores on the autonomy scale and rating was .54. In another study the correlation was .21.

Research Design

The design of the study is summarized in Figure 2. (O = Observation by the use of the inventories. X1 = Couple Communication I Program. X2 = Couple

Pre Test	Treatment	Treatment	Posttest	Follow up Test
01	X1	X2	02	03
04	X1	X3	05	06
07	X1		08	09
010			011	012

Figure 2. Research Design

Communication II Program. X3 = The Family of Origin Workshop.) Random selection of the sample was not possible. Random assignment was made to groups two and three. Other assignments were not by random methods.

Specific Hypotheses

The following specific hypotheses were tested:

1. There will be no significant correlation between Autonomy scores and scores of marital satisfaction.
2. There will be no significant difference among the groups following treatment.
3. There will be no significant difference among pretest scores, posttest scores, and follow-up scores on the dependent variables.
4. There will be no significant differences among the groups when the change between pretest and posttest scores are compared.
5. There will be no significant differences among the groups when the change between posttest and follow-up scores are compared.
6. There will be no significant differences between the treatment groups and the control group on the change between pretest and posttest scores.
7. There will be no significant differences between the treatment groups and the control group on the change between posttest and follow-up scores.

8. There will be no significant differences between the group treated with Couple Communication I only and the groups treated with Couple Communication II and the Family of Origin Workshop in addition to Couple Communication I on the change between pretest and posttest scores.

9. There will be no significant differences between the group treated with Couple Communication I only and the groups treated with Couple Communication II and the Family of Origin Workshop in addition to Couple Communication I on the change between posttest and follow-up scores.

10. There will be no significant differences between the group treated with Couple Communication I plus Couple Communication II and the group treated with Couple Communication I plus the Family of Origin Workshop on the change between pretest and posttest scores.

11. There will be no significant differences between the group treated with Couple Communication I plus Couple Communication II and the group treated with Couple Communication I plus the Family of Origin Workshop on the change between posttest and follow-up scores.

Statistical Analysis Procedures

Key features of the study influenced the selection of the statistical analysis procedures. The four groups were not selected at random from one sample and therefore were not equivalent at the beginning of the experiment. The Marital Satisfaction Inventory has a conventionalization scale designed to measure an individual's tendency to distort their appraisal of their marriage in a socially desirable direction. There were seven dependent variables: six were measured by the Marital Satisfaction Inventory and one by the California Psychological Inventory.

The statistical analysis was done using the SPSSx program.

Descriptive procedures were used to secure the mean and standard deviation scores for each variable and each group. This included demographic variables.

An analysis of variance was completed on the demographic variables to assess the equivalence of the groups. A multivariate analysis of variance procedure was used on the pretest scores of the dependent variables as another check of the equivalence of the groups at the beginning of the treatment.

The Pearson correlation procedure was used to assess the correlation between the variable Autonomy

and the six variables measured by the the Marital Satisfaction Inventory.

The central statistical procedure used was a multivariate analysis of variance. To correct for the difference in the groups at the beginning of the study two actions were taken. First, the repeated measures procedure was used so that the key analysis was performed on transformed variables created from the difference between the pretest and posttest scores and the difference between the posttest and follow-up scores. Second, the pretest scores for each variable were used as a covariate in the analysis of that variable within the multivariate analysis procedure.

To correct for the tendency of individuals to distort their assessment of their marriage, conventionalization scores were used as a covariate for each of the variables measured by the Marital Satisfaction Inventory.

The contrast subcommand was used to define the within-subjects analysis as being first between the pretest and the posttest scores and then between the posttest and follow-up scores.

The contrast subcommand was also used to design the between-subjects analysis. It provides for a contrast between the treatment groups and the control

group, a contrast between the Couple Communication I only group and the groups that supplement Couple Communication I (one with Couple Communication II and the other with the Family of Origin Workshop), and a contrast between Group 2 (CCI plus CCII) and Group 3 (CCI plus the Family of Origin Workshop).

Univariate analyses were used following the multivariate analysis to assess the effect of the treatment on each of the dependent variables.

Summary

This was a study of couples who responded to an advertisement for a program of couple communication and marriage enrichment. Couples were assigned to four groups: a group treated with Couple Communication I only, a group treated with the Couple Communication II program following Couple Communication I, a group treated with the Family of Origin Workshop following Couple Communication I, and a control group. The dependent variables were measured by the Marital Satisfaction Inventory and by the California Psychological Inventory. Measures of these variables were taken before all treatment, after the treatment, and eight weeks after the treatment. Data was analyzed to determine whether there were significant differences

among the groups and between groups when measured at the posttest and at the follow-up test. The hypothesized relationship between measures of Autonomy and other dependent variables was examined. Statistical procedures were used to control for group differences prior to the treatment and for the tendency of individuals to distort their answers.

Chapter 4: Analysis of Results

The results are presented in two major categories: initial analyses of the data and analyses to test the research hypotheses. All results were evaluated for significance at the .05 level.

The following abbreviations are used: CCI = The Couple Communication I Program, CCII = The Couple Communication II Program, and FOW = the Family of Origin Workshop.

Initial Analyses

The mean and standard deviation of the scores on each of the dependent variables from each of the four groups and from each of the testing times were computed. The results are reported in Appendix D (p. 139).

Since the three treatment groups and the control group were not selected by random methods from the same population, the groups were assumed to be nonequivalent. That assumption was partially assessed by completing an analysis of variance on the measured demographic variables and a multivariate analysis of variance on the dependent variables measured at the time of the pretest.

There were significant differences among groups on

the variables of Age, Length of Marriage, Number of times Married, and Number of Children (Table 4.1). Number of Years of Education was the one demographic variable that was not significantly different among groups.

Table 4.1

Pretest Comparison of Groups by Demographic Variables.(*N* = 34. *df* = 3)

Analysis of Variance

Variable	Mean	Sum of Sq	*F* Ratio	*p*
Age	40.67	807.09	2.764	.059
Education	16.41	11.76	.8003	.502
Marriage Length	15.05	2111.98	10.404	.0001
Times Married	1.23	3.11	6.235	.002
Number,Children	2.45	6.36	3.227	.038

The four groups were found to be significantly different when a multivariate analysis of variance was used analyze the dependent variables at the time of the pre-test (Approximate *F* = 3.07, *p* = .000, Wilks multivariate test of significance).

A univariate analysis of the dependent variables at the pretest revealed that there were significant differences among the groups on all dependent variables except autonomy (Table 4.2).

Table 4.2

Differences Among Groups at Pretest on Dependent Variables

Univariate *F* Tests

Variable	*F* Ratio	*p*
Autonomy	.39	.76
Conventionalization	3.12	.04
Global Distress	10.93	.00
Affective Communication	9.35	.00
Problem Solving Com	6.74	.00
Time Together	10.07	.00
Disagreement on Finances	4.34	.01
Sexual Dissatisfaction	4.61	.00

The significance of Conventionalization as a covariate was assessed. A multivariate analysis of variance was completed on the pretest dependent variables with Conventionalization as a covariate. It was found to be a significant covariate of all variables except autonomy (Table 4.3).

Table 4.3

Conventionalization as a Covariate

Multivariate Analysis of Covariance

Pretest Variable	T	p
Autonomy	.44	.66
Global Distress	-4.86	.00
Affective Communication	-3.94	.00
Problem Solving Com	-2.74	.01
Time Together	-3.54	.001
Disagreement on Finances	-3.34	.002
Sexual Dissatisfaction	-3.66	.001

Analyses to Test Research Hypotheses

Hypothesis No. 1. There will be no significant correlation between Autonomy scores and scores of marital satisfaction.

When the Pearson Correlation procedure was used to produce coefficients for the correlation between the autonomy scores and the scores on the scales of the Marital Satisfaction Inventory no significant correlations were found (Table 4.4).

The hypothesis is accepted.

Table 4.4

Correlation of Autonomy with Marital Satisfaction Scores

Pearson Correlation Coefficients

Autonomy with:	Pretest	Posttest	Follow-up
Global Distress	.01	.01	.17
Affective Communication	-.19	-.04	.12
Problem Solving Com	.04	.15	.21
Time Together	-.23	-.04	.24
Disagreement,Finances	-.22	-.06	-.10
Sexual Dissatisfaction	-.13	.20	.28

Hypothesis No.2. There will be no significant difference among the groups following treatment.

A repeated measures analysis of variance was used to test the major research hypotheses. Seven dependent variables were analyzed, pretest scores and Conventionalization were used as covariates, and treatment as represented by the four groups was the between subjects factor.

No significant difference was found among the groups due to treatment (Wilks approximate F =1.34, p =.19.

The hypothesis is accepted.

Hypothesis No. 3. There will be no significant difference among pretest scores, posttest scores, and follow-up scores on the dependent variables.

No significant difference was found among the scores among the three test times (Wilks approximate F = .96, p = .49)

The hypothesis is accepted.

Hypothesis No. 4. There will be no significant differences among the groups when the change between pretest and posttest scores are compared.

No significant differences among the groups were found (Table 4.5).

The hypothesis is accepted.

Table 4.5

Comparison of Groups on the Change Between Pretest and Posttest

Variable	Value of T	p
Autonomy	-.02	.98
Global Distress	-.27	.78
Affective Communication	-.08	.93
Problem Solving Communication	.19	.85
Time Together	.10	.92
Disagreement about Finances	-.17	.86
Sexual Dissatisfaction	.30	.76

Hypothesis No. 5. There will be no significant differences among the groups when the change between posttest and follow-up scores are compared.

No significant differences were found (Table 4.6).

The hypothesis is accepted.

Table 4.6

Comparison of Groups on Change Between Posttest and Follow-up

Variable	Value of T	p
Autonomy	.008	.99
Global Distress	.21	.83
Affective Communication	.18	.85
Problem Solving Communication	.05	.95
Time Together	.24	.80
Disagreement about Finances	.30	.76
Sexual Dissatisfaction	.12	.90

Hypothesis No. 6. There will be no significant differences between the treatment groups and the control group on the change between pretest and posttest scores.

No significant differences were found (Table 4.7). The hypothesis is accepted.

Table 4.7

Comparison Between Treatment Groups and Control Group on Change Between Pretest and Posttest

Variable	Value of T	p
Autonomy	-.40	.68
Global Distress	1.13	.26
Affective Communication	1.08	.28
Problem Solving Communication	.34	.73
Time Together	-.68	.49
Disagreement about Finances	-.24	.81
Sexual Dissatisfaction	-.15	.88

Hypothesis No. 7. There will be no significant differences between the treatment groups and the control group on the change between posttest and follow-up scores.

No significant differences were found (Table 4.8). The hypothesis is accepted.

Table 4.8

Comparison Between Treatment Groups and Control Group on Change Between Posttest and Follow-up

Variable	Value of T	p
Autonomy	-.10	.91
Global Distress	.47	.63
Affective Communication	.39	.69
Problem Solving Communication	-1.06	.29
Time Together	-.38	.70
Disagreement about Finances	-.07	.94
Sexual Dissatisfaction	-.03	.97

Hypothesis No. 8. There will be no significant differences between the group treated with Couple Communication I only and the groups treated with Couple Communication II and the Family of Origin Workshop in addition to Couple Communication I on the change between pretest and posttest scores.

No significant differences were found (Table 4.9).

The hypothesis is accepted.

Table 4.9

Comparison Between Group 1 (CCI only) and Groups 2 (CCI plus CCI) & 3(CCI plus FOW) on Change Between Pretest and Posttest

Variable	Value of T	p
Autonomy	-.07	.93
Global Distress	-.30	.76
Affective Communication	.01	.99
Problem Solving Communication	-.54	.59
Time Together	.86	.39
Disagreement about Finances	.23	.81
Sexual Dissatisfaction	.25	.80

Hypothesis No. 9. There will be no significant differences between the group treated with Couple communication I only and the groups treated with Couple Communication II and the Family of Origin Workshop in addition to Couple Communication I on the change between posttest and follow-up scores.

No significant differences were found (Table 4.10).

The hypothesis is accepted.

Table 4.10

Comparison Between Group 1 (CCI only) and Groups 2 (CCI plus CCII) & 3 (CCI plus FOW) on Change Between Posttest and Follow-up

Variable	Value of T	p
Autonomy	-.001	.99
Global Distress	-.21	.83
Affective Communication	.15	.87
Problem Solving Communication	.94	.35
Time Together	.72	.47
Disagreement about Finances	-.44	.65
Sexual Dissatisfaction	1.01	.31

Hypothesis No. 10. There will be no significant differences between the group treated with Couple Communication I plus Couple Communication II and the group treated with Couple Communication I plus the Family of Origin Workshop on the change between pretest and posttest scores.

No significant differences were found (Table 4.11).

The hypothesis is accepted.

Table 4.11

Comparison of Group 2(CCI plus CCII) and Group 3(CCI plus FOW) on Change Between Pretest and Posttest

Variable	Value of T	p
Autonomy	.01	.98
Global Distress	.57	.57
Affective Communication	-.42	.67
Problem Solving Communication	.15	.88
Time Together	-.15	.87
Disagreement about Finances	.16	.87
Sexual Dissatisfaction	.14	.88

Hypothesis No. 11. There will be no significant differences between the group treated with Couple Communication I plus Couple Communication II and the group treated with Couple Communication I plus the Family of Origin Workshop on the change between posttest and follow-up scores.

No significant differences were found (Table 4.12).

The hypothesis is accepted

Table 4.12

Comparison Between Group 2 (CCI plus CCII) and Group 3 (CCI plus FOW) on Change Between Posttest and Follow-up

Variable	Value of T	p
Autonomy	-.07	.94
Global Distress	-.34	.73
Affective Communication	1.08	.28
Problem Solving Communication	.31	.75
Time Together	-.57	.57
Disagreement about Finances	-1.73	.09
Sexual Dissatisfaction	-.05	.95

Summary

All hypotheses were accepted. No significant correlation was found between Autonomy and marital satisfaction scores. There was no significant differences found among or between the groups after the treatments. There were no significant differences among or between the scores on the pretest, posttest, and follow-up test.

Chapter 5: Summary and Conclusions

Summary

In the search for effective interventions for the treatment of marital relationships, teaching communication skills has received the most empirical support (Jacobson & Margolin, 1979; O'Leary & Turkewitz, 1981; Wampler, 1982). The Couple Communication I Program (Miller, Nunnally, & Wackman, 1979a, 1979b), one of the most widely used, has previously been found to have immediate positive effect on communication behavior and relationship satisfaction (Wampler, 1982). However, evidence of the persistence of those effects has been weak. The current study evaluated the effects of supplementing the Couple Communication I Program with two different interventions: the Couple Communication II Program and a Family of Origin Workshop.

Karpel (1976) theorized that the way adult couples relate is determined by two interacting variables. One is the maturity of each individual defined as the degree of individuation. The second variable is how close to or how far from each other they are emotionally. Karpel's theory suggested that an increase in persons' individuation or autonomy would increase

their marital satisfaction. For Karpel, therapeutic interventions are designed to facilitate individuation. The goal is to change current transactions that represent fusion and to change each person's cognitions in which the self is represented as indistinct for others. According to Karpel's theory, a change in current transactions in the direction of increased differentiation can bring about a change at the cognitive level also. At the same time a change in individuals' cognitions in the direction of seeing themselves as separate and distinct persons can be a step in changing current transactions.

Adding Couple Communication II to Couple Communication I takes the first approach by emphasizing the change of current transactions. The Family of Origin Workshop, as a different addition to the Couple Communication I Program, focuses on changing individuals' cognitions.

Thirty four individuals (17 couples) responded to advertisements for a program on couple communication and marriage enrichment. The intervention for one group (N = 10) was Couple Communication I only; for a second group (N = 8) it was Couple Communication I plus Couple Communication II; and for a third group (N = 8) it was Couple Communication I plus a Family of Origin

Workshop. A fourth (N = 8) was a no treatment control group. Since the groups were not selected at random from from one group of subjects, the groups were nonequivalent. Statistical procedures were used to correct, as much as possible, for the differences.

An Autonomy scale (Kurtines, 1974, 1978), developed for the California Psychological Inventory, was used in the study as a measure of individuation. The scales of the Marital Satisfaction Inventory (Snyder, 1981) were used to measure global satisfaction in marriage and five specific areas of satisfaction: Affective Communication, Problem-Solving Communication, Time-Together, Disagreement About Finances, and Sexual Dissatisfaction. In addition the Marital Satisfaction Inventory has a scale known as Conventionalization that is designed to measure individuals' tendency to distort the assessment of their marriage in a socially desired direction. All couples were tested before treatment, after treatment or 8 weeks after the pretest, and 8 weeks after the post-test.

Several statistical procedures were used to analyze the data. A correlation procedure was used to assess the correlation between the variable Autonomy and the six variables measured by the Marital Satisfaction Inventory. A multivariate analysis of

variance procedure was used to analyze the effect of the different treatments and their effect over time. To correct for the differences in the groups at the beginning, the analysis was set up as a repeated measures procedure and the pretest scores were used as a covariate. To correct for the tendency of individuals to distort the assessment of their marriage, Conventionalization scores were used as a covariate for each of the variables measured by the Marital Satisfaction Inventory. Univariate analyses followed the multivariate analysis.

When the data was analyzed, no significant correlation was found between Autonomy and marital satisfaction scores. There were no significant differences found among or between the groups after the treatments. There were no significant differences among or between the scores on the pretest, posttest, and follow-up test.

Conclusions

Finding No. 1. There was no significant correlation between Autonomy scores and the scores of marital satisfaction.

Finding No. 2. The effect of treatment was not significant. Following treatment the treatment

groups did not score significantly different from the control group.

Finding No. 3. The effect of supplementing Couple Communication I with either Couple Communication II or the Family of Origin Workshop was not significant.

Finding No. 4. The effect of supplementing Couple Communication I with Couple Communication II was not significantly different from the effect of supplementing Couple Communication I with the Family of Origin Workshop.

Finding No. 5. There were no significant differences among or between the pretest, posttest, and follow-up scores of the dependent variables.

Finding No. 6. Conventionalization was found to be a significant covariate of all scales of the Marital Satisfaction Inventory used in the study: Global Distress, Affective Communication, Problem Solving Communication, Time Together, Disagreement on Finances, and Sexual Dissatisfaction.

Discussion

Karpel (1976) theorized that interventions designed to facilitate individuation would help to move a relationship from "fusion" to "dialogue" and that

such a move would be more satisfying. No evidence to support the theory was found in this study. At the same time there are several reasons that the results of the study do no negate his theory. First, Kurtines' (1974, 1978) autonomy scale has not been widely used. Second, the scale has not been thoroughly tested to insure that it measures the same construct that Karpel defines as "individuation." Third, there was very little change in the autonomy scores over time which may indicate that this is an aspect of personality that is highly resistant to change or is not changed by the types of treatment used in this study.

The major focus of the outcome measurement was upon marital satisfaction. There was no significant improvement in self-reports of marital satisfaction as a result of any of the treatments. When Wampler (1982) reviewed 19 research studies of the Couple Communication I program she concluded that the program "has an immediate positive effect on communication behavior and relationship satisfaction...Positive changes due to CCP persisted at follow-up studies, but evidence of the durability of effects is weak" (p. 345). She divided her analysis between the results of self-report measures and behavioral measures. She divided the analysis of the effects measured by

self-reports between communication and relationship satisfaction.

She concluded that in all studies where the design was very good and with ample sample size that there were positive effects on relationship satisfaction. Why do the results of the present study differ from those findings? A key possibility is that the instruments used to measure relation satisfaction on the studies she identified as having a very good design do not have a scale like the Conventionalization scale of the Marital Satisfaction Inventory. The study by Joanning (1982) used the Marital Adjustment Test (Locke & Wallace, 1959) which has only one scale for marital adjustment. The study by Davis (1979) used the Interpersonal Check List (LaForge & Suczek, 1955) which has no scale to measure the tendency for individuals to distort the report of the marital satisfaction in a socially desirable direction. Wampler & Sprenkle (1980) used the Barrett-Lennard Relationship Inventory which measures Regard, Empathy, Congruence, and a Total. A study by Dode (1979) used the Relationship Change Scale (Guerney, 1977) and Stafford (1978) used a Semantic Differential measure. Neither have a scale equivalent to the Conventionalization scale. This is the complete list of studies Wampler uses to draw conclusions

concerning the effect of Couple Communication I upon relationship satisfaction.

Snyder (1979), who created the Marital Satisfaction Inventory with the Conventionalization scale, cited studies by Edmonds et. al. (1972) that indicate that marital adjustment scales are "heavily contaminated by subjects' tendencies to distort the appraisals of their marriages in the direction of social desirability" (Snyder, 1979, p. 814). The present study supports that position and raises questions about the validity of the studies that have assessed marital satisfaction without some means to control for the tendency of subjects to distort their responses.

An additional finding that was not anticipated was the level of resistance couples have against participating in a couple communication or marriage enrichment program of this type. Even with publicity, personal contact, and support of church leaders it was on the third trial that a sufficient number of couples responded to be able to go ahead with the experiment.

Implications for Future Research

The results of this study support the position that any study of marital therapy or marriage

enrichment programs that uses self-report measures of relationship satisfaction needs to control for the tendency of persons to distort their assessment. Conclusions reached in previous research that have not had that control need to be evaluated.

Additional research is needed to assess the effect of the Couple Communication I program on marital satisfaction. A large number of couples are needed so that a random sample can be selected and then randomly assigned to a treatment group and a control group. One of the outcome measures should be the Marital Satisfaction Inventory.

The current research suggests the need to study the relationship between couples learning specific communication skills as determined by behavioral measures and self-report measures of the various aspects of marital satisfaction.

Other approaches to study the effectiveness of family of origin work are needed since family of origin work is widely used but has been the subject of so little research.

A new instrument is needed that will reliably and validly measure "individuation". This is a construct that is widely used both in individual and family therapy.

Another subject that needs research is the source of resistance to participation in programs designed to assist couples to grow personally and to grow in their relationship.

These are the implications of the current study for further research in the the quest for effective interventions for the treatment of marital distress.

Appendix A

A Family of Origin Workshop

by Floyd A. Chambers

A Family of Origin Workshop

Introduction

This workshop was designed for couples who have completed the Couple Communication I program developed by Miller, Nunnally, and Wackman (1975, 1979). It was inspired by the work of Hawkins and Killorin (1979) but it has been expanded and modified to provide a four session treatment for 8 couples meeting weekly for two and one half hours.

The objectives for the workshop and specific instructions for each session have been written so that the same workshop can be offered by different leaders and in order that other researchers know the specific nature of the treatment used.

The creation of the workshop was guided by Karpel's theory of marital interaction. Specifically it is based on his theory that the way to promote marital satisfaction is to facilitate the partner's individuation and that one of the ways to do that is to change the individual's cognitions in the direction of seeing themselves and their partners as separate and distinct persons.

Goal

The goal of this workshop is to increase marital satisfaction by facilitating change in the cognitions of marital partners so that they see themselves and their partners as separate and distinct persons. Facilitating the participants awareness of their unique experience in their family of origin and how these experiences affect their cognitions, feelings, and behaviors in their current marriage relationship will be the major way to accomplish the goal.

Objectives

The objectives of the workshop are for participants to:

1. Become aware of the structure of their family of origin through the construction of a family map.

2. Become aware of dominant feelings experienced in the family of origin.

3. Become aware of the family rules that were taught verbally and by modeling.

4. Become aware of key behavior patterns learned in the family of origin that influenced the current marital relationship.

5. Become aware of aspects of themselves which have been regarded as unacceptable and blocked from

awareness.

6. Become aware of unresolved grief that interferes with the current marital relationship.

7. Become aware of factors involved in their marital choice.

8. Learn options for change.

9. Share, as desired, this increased awareness with their partners and listen to discoveries of their partners using skills learned in the Couple Communication Program.

Agenda for Sessions

Session 1

Introductions

1. Ask each couple to discuss with each other what they know about why their parents chose their names. What meaning does their name have in the family? Ask everyone to identify how they feel about their names and to share that with their partner. Then ask each person to tell the group this name and to share any information about their name they desire.

2. Ask each couple to talk with each other about how they first met. Then ask them briefly to share that with the group.

Introduction to the Workshop

1. Explain that this workshop is designed to provide an opportunity for personal growth, for increased awareness of themselves and of their partner, and to explore ways of changing their relationship if they desire. Explain that you expect the workshop to raise issues they they may want to talk over with their partners using the communication skills learned.

Introduction to contracts

1. Explain the idea developed by Sager (1981) that each person comes to a relationship with a hoped for "contract." This term refers to what they hope they will be like and what their partner will be like - How they hope they will act and how the partner will act.

2. Explain that these hopes and expectations are of three kinds: (a) those that have been discussed with their partner, (b) those they are conscious of but have not been discussed, and (c) those that are out of their awareness.

3. Explain that they can use this workshop to increase awareness of their desired contract, to share their expectations with their partner, and to explore the possibility of developing a mutually agreeable contract.

Introduction to Family of Origin concept

1. Explain key terms to be used in the workshop. "Family of Origin" refers to the family in which they were born and raised. Acknowledge that their biological parents and the persons who functioned as their parents may be different. Explain that we will be exploring the ideas that experiences in the family of origin affect the way we live in our marriages today. "Patterns of response" refers to the fact that we not only were influenced by our family of origin but that we also learned our own unique response to that influence. Note that a name is an example. A name was given by others and each person has his or her own thoughts and feelings about the name. Note that they can't change the influence of the past but they can change their thoughts, feelings, and current behavior.

Drawing a family map

1. Explain that one of the ways to start this exploration is to draw a family map. Explain that you will guide them in the process of doing this. Suggest that it can be very valuable to pay attention to thoughts and feelings as they draw the map.

2. Make sure each person has a sheet of paper and a pencil. Explain that this is for their own use. They

may choose what if anything from their map they wish to share later.

3. Guide them through the basic drawing by giving an example on the board or large paper. Start at the bottom using squares for males, circles for females. Guide them to enter themselves, putting their age in the center of the figure and their name at the bottom. Then put in their spouse with the same type of information. On the line between enter the date of the marriage. Below that line enter any children in the order of their birth. If they have been married before, ask them to put that person's figure out to the side, with a slash and the date of the divorce or death, and list any children by that marriage below. Then go to siblings and place them above showing the position of each in the birth order. Above them list parents. If there were divorces and second or more marriages list them. If any person on the map is dead put the date of death and the age at the date of death. Then go on to the list the parent's siblings in terms of birth order and grandparents. Leave blank any information not known with the possibility of filling it in later. Go back over the map and put in the places were people live.

4. Suggest some of the kinds of questions that can be explored further but will not be done now. What kind

of a person is your mother? What kind of person is your father? What kind of a marriage do or did they have? How was affection expressed? How did people behave when they were upset? How were decisions made? What was life like for you growing up in this family? What is your sense of your worth?

5. Ask participants to bring their family map each week.

Break

Introduction to triangles

1. Introduce triangles as an important part of family life. Explain Bowen's description of a triangle in terms of pulling in a third person to deal with tension between two persons. EXplain the positions of persecutor, rescuer, and victim in the Karpman drama triangle. Give examples.

2. Role play various kinds of triangles involving a husband, wife, and child. Form the triangles from non-partners. Ask each one to take the task of planning a vacation. Give role assignments on a piece of paper so that they only know their own role. Use these situations: (a) Husband directs what will be done, wife complies, child strongly objects. (b) Husband tries to

direct what will be done, wife tries to direct what will be done, child tries to make peace between them. (c) Husband tries to direct what will be done, wife tries to direct what will be done, child sides with mother. (d) Husband complies with wife's wishes, wife directs what will be done, child changes the subject.

3. After each role play ask each person to share the thoughts and feelings experienced. Note feelings about self-worth, kind of moves made by each player, and what happened to the task. Note the inappropriateness of attaching blame to any one person.

4. Briefly note as described by Satir that one or a combination of the three elements is treated as if it did not count: self, the other, the situation.

5. Ask individuals to examine their own family map to identify persons involved in triangles. Then ask couples to share their their findings with each other.

Work between sessions

1. Ask each person to draw a floor plan (adapted from Coopersmith, 1980) and to write a description of a mental walk through each room of the house where he or she lived when growing up. (If there were several, the earliest one that the person can remember well). Explain that the purpose is to help to bring back

memories of their lives as kids and the models they saw in their parents.

2. Ask each to be aware of these issues: (a) Was it all right and is it all right now for you to be different and for others to be different than you? (b) How much do I concentrate on trying to change my partner rather than looking to see what I can do?

3. Give handout, Invitation to Explore, No. 1.

Session 2

Share discoveries from home exploration

1. Ask for volunteers to share what kind of an experience it was to mentally walk through the rooms of the childhood home.

Introduce concepts of close and distance.

1. Tell story related by Dr. Howard Halpern (1978). A seven year old boy was being tested by a psychologist and was asked what kind of an animal he would like to be. He replied, "a puppy." When he was asked why he wanted to be a puppy he replied "Because puppies are cute and everyone would hold me and pet me." Then the boy was asked to draw a picture of the

animal. He drew it with long dashes coming out of the back and then said, "No, this isn't a puppy; it's a porcupine. It has long needles to keep people away so he won't get hurt." Note the common human conflict: the desire for love and intimacy and the fear of some type of pain or loss if we permit ourselves to get close.

2. Refer to Dr. Larry Feldman's (1979) analysis of the fears of being close. He describes the fear of merger (ranging from the fear of engulfment to the fear of loss of individual identity), the fear of exposure (e.g. fear of being exposed as weak or inadequate), the fear of attack (e.g. fear of harm by others or feelings of hostility toward others that is projected), fear of abandonment (fear of the lose of a person that is loved, and fear of one's own destructive impulses. Feldman notes that couples will promote conflict to increase the distance between them to protect themselves from these fears. (Often this is out of awareness.)

3. Bowen (1978) refers to problems of being close in terms of fusion and of distance as being cut off.

4. Explain that the next exercise is designed to help each person to increase awareness of how her or she feels about being close and being distant.

Polar sculpture (adapted from Hawkins and Killorin, 1979)

1. Use a large open room. Place two empty chairs in the center. Ask participants to sit around the edge of the room facing the chairs. Ask participants to picture their father and mother sitting in the chairs. (Some people may have more than two people they want to put in the chairs, e.g. both a father and a step father. If a parent is deceased or absent at a very early age they may choose to place the unknown person there or explore the significance of the empty chair.) Take a few moments to get in touch with the images. Note how each one is dressed, the way each is seated, how their faces look, and the way they are responding to each other. Invite each person to walk around the space without speaking, moving both close and distant to each parent. Ask them to pay careful attention to their feelings as they do so. Encourage them to test all areas of space: beside, behind, in front of, near to, and far away for the parent. The facilitator can participate and model a slow exploration of the space. After they have done this for a few minutes, ask them to chose a spot on the floor that feels right to them and stop there..

2. Process this experience in place. Ask the

participants open ended questions like, "Who would be willing to share what this experience was like? How did you decide to stop at this place?

3. Ask couples to sit together, to designate who will be the first sender and who will be the receiver. Ask the sender to share with the partner any thoughts and feelings that they are willing to with their partner. Ask the partner to listen using the shared meaning skill from the couple communication program. Signal couples when it is time to switch roles.

4. Reassemble the group and again ask for reactions to the experience. Note the conflict that sometimes occurs between the desire to be close and and the desire to develop one's own individuality. Note the variety of feelings that are elicited in this situation.

Break

Feelings

1. Ask each individual to look at their family map and note some of the feelings that each member did and did not show. Note also how they expressed those feelings.

2. Ask couples to share their findings with each

other including their own reactions.

Explore ways of dealing with anger

1. Withdrawl. Give the example of two people who are angry with each other and one walks away. Seek two volunteers (not spouses) and ask them to do a non-verbal exercise. First ask them to think of something they can get angry about and them look at each other in anger. After a few moments of doing that, ask one to walk away. Ask them to be aware of how they are feeling. Ask them to share their feelings with the group.

2. Fight. Give an example of two people who fight with cutting words and with slaps. Ask for volunteers to share how they felt after completing that kind of fight.

3. Draw upon the group for examples of other ways to deal with their anger. If it does not come up, mention he use of "I" statements to report to the partner the anger, the openness to listen to what the other has to say, and skills of negotiation.

Explore ways of expressing affection

1. Ask couples to share together their response to this question, "how was affection shown in your family

of origin and how do you feel about those ways?"

2. Return focus to the group and invite any who wish, to share their response to the question.

Exploration Between Sessions.

1. Explain that this exercise is designed to help them further explore their feelings about their family of origin, how feelings were handled, and how they deal with feelings today.

2. Distribute handout No. 2.

Session No. 3

Share discoveries from home exploration

1. Ask participants to share any discoveries that came out of their home exploration.

Patterns of relating. Family Sculpturing (an exercise inspired by Constantine, 1978)

1. Explain that each of us has seen different kinds of marriages and families modeled and that you are going to do some sculpturing to represent some of them.

a. Both Dependent. Select a couple and have them hold up their hands shoulder high and lean into each

other. Ask them to explore pushing and slightly pulling back. Then bring a child in down on the floor between them. Ask the child to grow and to try to look and move around. Ask participants to share their feelings.

b. Male strong/female dependent. Select another couple and ask the male to stand up straight and strong and the woman to get behind him, put her hands on this shoulders and put some weight on him. Ask them to take a step forward. Bring in a child and explore where the child fits in. Reverse the male/female roles. Ask participants to share their feelings.

c. Fighting stance. Have a couple face each other like boxers including angry facial expressions. Bring a child on the floor up in between them. Ask the child to grow and to look around. Have the child explore siding with each parent. Ask participants to share their feelings.

d. Withdrawl. Have a couple turn their backs to each other and be about two steps apart. Bring a child up between them. Ask participants to share their feelings.

e. Dominance. Have a woman get on "all fours" on the floor. Have the man stand on a chair beside her and place one foot on her back(carefully). Bring a child in beside her. Explore being with her and then up with

him. Reverse male/female roles. Ask participants to share their feelings.

f. Companionship. Have a man and a woman hold hands and form a circle. Bring a child up into the middle. Explore moving out of the central circle and then to move in individual circles, twosome circles, and then back to the original circle. Ask participants to share their feelings.

2. Ask participants to look at their family maps to identify the kinds of relationships they find there. As time allows sculpture any relationships they identify that is not represented above.

3. Ask couples to share with each other their findings and reactions to their findings.

Break

Role playing of parent of the same sex (adapted from Hawkins and Killorin, 1979)

1. After processing the above activity, ask the participants to make themselves comfortable, close their eyes and relax. Ask them to picture in their mind the parent of the same sex. Ask them to look at the facial expression, body posture, and the way the parent is dressed, to hear how the parent talks, and to recall

the way the parent did and did not touch others.

2. Ask the participants to symbolically enter the body of the parent and then to sit as the parent would, and to take on the gestures and mannerisms of the parent.

3. Then ask the participants to call out their names speaking as the parent. Use the format: "I am (parent's name), mother/father of (participant's name)." The leader may begin and model ;it, "I am John, father of Bob". Invite all to introduce themselves in this way.

4. Ask the participants to complete the sentence "I always said ...." still speaking as the parent. The leader may model it.

5. Introduce the next incomplete sentence: "I never talked about . . ."

6. Introduce two other incomplete sentences: I felt . . ." and "I wanted . . ."

7. Here it is important to help the person to get out of role. Ask each to close their eyes a moment and ask them to think of getting out of being the parent and back into being themselves. Then ask each to announce their identity like "I am Bob, son of John."

8. Invite individuals to share any reactions they desire to what they heard their parent of the same sex

say.

9.Ask couples to share with each other their response to the question: In what ways do you like to be like your parent and in what ways do you want to be different?

Exploration Between Sessions

1. Explain that this exercise is designed to help them explore the family rules in their family of origin and how these effect them today.

2. Distribute handout No. 3.

Session 4

Share discoveries from home exploration

1. Invite participants to share discoveries in their exploration of the rules of their family of origin.

Attitudes and feelings about sex

1. Ask each person to write down answers the the following questions: (Explain that this paper will be theirs to keep and that they will be asked to share from it only what they want to). Provide a handout with the following questions:

a. What is your earliest memory about sex?

b. What were you taught about what was and was not acceptable behavior concerning expressing your sexuality?

c. What were some of your thoughts and feelings about your body as a teenager?

d. What were some of your thoughts and feelings about the opposite sex as a teenager?

e. What three incidents or events were most influential in shaping your attitudes toward sexuality?

f. How was sex talked about in your family of origin?

2. Ask couples now to turn toward each other and share what they desire from the previous questionnaire. Invite each to respect the others right to decide what they do and do not want to reveal. Ask them not to criticize the position of the other.

3. Ask participants to return to to total group. Ask them to answer the questions: How was sex talked about in your family of origin? What were you taught about what was and was not acceptable behavior? Invite them to share in any other areas they desire.

4. Ask participants to consider the questions: Were my thoughts and feelings about this exercise influenced by my early teachings and attitudes toward sex? Did I have different thoughts and feelings during

the different situations of working by myself, sharing with spouse, and sharing with others?

5. In closing, ask participants if anyone wants to share their feelings about the exercise.

Break

Parent and spouse (adapted from Morrison, 1981)

1. Explain that this is an exploration through imagery.

2. Ask participants to be comfortably seated. Ask them to relax and breathe deeply five times. When they look comfortable and have had time to do the deep breathing, ask them to close their eyes and focus on their opposite-sex parent. Ask them to take time as they have done before, to picture how the parent looks: facial expressions, posture, and gestures. Look into the eyes. Hear the tone of the voice. Ask the participants to hold up their right index finger when they have this image clearly in mind. Then ask them to bring their spouse into the picture to stand beside the parent. Take time to get a clear picture noticing the facial expressions, posture, and gestures. Look into the eyes. Hear the tone of the voice. Again ask them to signal you when they have the spouse's image clearly in

mind. Next, ask them to take a few moments to compare the two: note how the two are similar and how they are different.

3. Divide the group into two: men and women. Invite them to share their response to the question, "What kind of an experience was this for you?"

4. Ask couple to get together and share their response to this experience.

Intimacy exercise (adapted from Berne, 1964)

1. State that you are going to explain an exercise that is designed to be an experience of intimacy for couples while maintaining individuality. Ask for a volunteer couple. Both partners will need to be willing to do it to participate.

2. Explain that the exercise calls for placing two chairs two feet apart with the couple sitting facing each other. The object is to stay focused on each other in the here and now. That could mean looking each other in the eye and making statements like: "Now I see...", "now I am thinking... ", "now I feel", and "now I want." The kinds of behaviors that are to be avoided are those of withdrawing from each other physically, mentally, and perceptually, talking about other people, talking about something that happened in the past, and

statements that begin with "you" like "you should" or "you ought to". All others present are asked to keep complete silence. Couples are invited to stay in the exercise as long as they like. The leader may need to stop them in the interest of group time. It is suggested that the leader not stop them before 15 or 20 minutes if they are still going.

3. Check to see if their are other couples who want to do this. Use your judgment concerning the time and the number of couples to participate. Do not use pressure if no one volunteers.

4. Explain that this demonstrates one of the goals of family of origin work: to help free people to relate spontaneously in the here and now.

Conclusion

1. Before closing remind the group of other resources available to continue their personal and marital growth.

2. Ask the group members to conclude the group by sharing their feelings about the group and the family of origin workshop.

3. Ask individuals to complete the measurement instruments.

HANDOUTS

INVITATION TO EXPLORE NO. 1

1. Purpose. The exercises that will be suggested in this handout and the two that will follow are designed to help you get more out of the family of origin workshop. They offer things that you can do at home to increase awareness of yourself, of your partner, of your marriage relationship, and to open the door to new options for change. They can provide an additional basis for sharing with your partner.

2. A Notebook. The first suggestion is that you establish a personal notebook in which you may record your thoughts, feelings, reactions, and these exercises. It is suggested that you have a place where you keep it private and that you choose what you want to share from it.

3. Reactions to the first session. Write down your feelings to the first session. Then write an answer to the question, "What do I want to get out of the family of origin workshop?"

4. Floor plan. Draw a floor plan of the house where you lived when you were growing up. If you lived in several houses pick the earliest one that you remember fairly well.

5. Mental walk. Begin by picturing yourself standing outside the house. Use your notebook and write down what you see, what you feel, and what memories come to mind as you take this walk. Walk all around the outside of the house and then go to the door that you usually entered. Take you time to look around, see what is there, hear any sounds, touch anything you like to touch, recall things that happened, and pay attention to your feelings as you do so. Write down what you experience. Go slowly through all of the rooms of the house. Be sure to include the place where you ate, where the family gathered, places where you played and worked, the bathroom, and the bedrooms.

6. Explore. Examine the question, "Am I seeing any connection between what happened then and how I felt then and what is happening now?" As you move through the house, do you see any people? If so, what are they doing?

7. Share. Decide if there are any of your discoveries that you wish to share with your partner. If there are some, the suggestion is that you state it in such terms as, "Here is something that I discovered about myself" and not in terms of "Here is something that I discovered about how you ought to change." This sharing can be an opportunity to practice using the

communication skills learned earlier.

INVITATION TO EXPLORE NO. 2

1. Purpose. This exercise is designed to build on the experience of session No. 2 and focus on feelings.

2. Reactions. Recall the exercise in session No. 2 in which you imagined your parents sitting on the chairs and in which you explore the space around them. Using your notebook, write down the thoughts and feelings you experienced as you moved from one place to another. Note feelings about being close and being distant.

3. Questions for exploration.

a. When your mother was upset how did she usually act? What did it seem like she was feeling? What did you do and how did you feel when she was upset?

b. Explore the same questions in relation to your father.

c. Are there situations today that seem to elicit the same feelings you experienced when your mother and father were upset?

d. What feelings were you taught not to express as a child?

e. In what ways do you like and dislike the way your parents expressed affection and anger?

f. What did you do for fun as a kid?

4. Beliefs. In many families there is the unstated belief that one person makes another have certain feelings. This is expressed frequently by the words, "You make me feel...". Some children are taught that they must not do anything that would upset the feelings of a parent. Were feelings used to control others in the home where you grew up? Was it acceptable to feel differently than others?

5. Explore. Examine the question, "Am I seeing any connection between what happened then and how I feel in my current relationship with my spouse?

6. Explore. Examine the questions What do I expect of myself and of my spouse?" "Have I shared my hopes, desires, and expectations with my partner?" "Have I shared them as what I would like or as a demand?"

7. Share. Decide what discoveries that you wish to share with your partner. The suggestion is that you state you discovery in terms such as "Here is something that I have discovered about myself" and not in terms of "Here is something that I have discovered about how you ought to change." Here is an opportunity to use the communication skills you learned earlier.

8. Change. Make a note of any thoughts, feelings,

and behaviors that you want to set as a goal to change.

INVITATION TO EXPLORE NO. 3

1. Purpose. This exercise is designed to build on the experiences in session No. 3 and to explore family rules.

2. Reactions. Your are invited to write your reactions to the exercises in session No. 3. What are you aware of thinking, feeling, and wanting?

3. Questions for exploration. Families have rules, often unspoken about what is and is not acceptable behavior, ways things are to be done and not done, and how people are to be related.

a. Write down as many examples as you can of things you were taught that begin with such statements as: "You should always...", "You should never...", "Don't ever...", "You must always...", "Here is the way you should do this...", and "You are supposed to..."

b. Here are a number of subjects that are frequently the target for family rules. Some of these are: the way people may or may not talk to each other, the way feelings are and are not be be expressed, how problems are to be solved, how money is to be managed, the way sexual thoughts, feelings, and behaviors are and are not be be expressed, how males and females are to act, and how children are to be raised.

c. Note that you learned about these subjects

not just by what was said but also by how others acted. Was there a difference between what you were taught about how you should act and what you saw being done?

4. Explore. Examine the question, "Am I seeing any connection between what happened then and what is happening now?" Is there any connection between how I learned to respond then and how I am responding now"

5. Explore. What is your hoped for "contract" in your marriage? Have you used your communications skills to share you hopes. If your spouse does not fit the "image" you want, do you try to pressure him or her to fit what you want?

5. Share. Decide what discoveries you wish to share with your partner. As you do so it is suggested that you state your discoveries in terms such as "Here is something that I discovered about myself" and not in terms of "here is something that I have discovered about how you ought to change."

6. Note any thoughts, feelings, and behaviors you want to make as a goal for change.

APPENDIX B

MEAN AND STANDARD DEVIATION FOR DEMOGRAPHIC VARIABLES

MEAN AND STANDARD DEVIATION

FOR DEMOGRAPHIC VARIABLES

	Mean	Std Dev	Cases
AGE			
Entire Population	40.6	10.6	34
CCI	47.7	11.3	10
CCI & CCII	40.7	13.1	8
CCI & FOW	36.1	5.3	8
CONTROL	36.3	7.1	8

EDUCATION	Mean	Std Dev
Entire Population	16.4	2.1
CCI	16.7	2.4
CCI & CCII	17.1	2.1
CCI & FOW	16.2	2.0
CONTROL	15.5	2.0

LENGTH OF MARRIAGE	Mean	Std Dev
Entire Population	15.0	11.2
CCI	25.4	11.4
CCI & CCII	15.0	7.2
CCI & FOW	3.7	3.3
CONTROL	13.5	7.6

NUMBER OF TIMES MARRIED	Mean	Std Dev
Entire Population	1.2	.4
CCI	1.0	.0
CCI & CCII	1.0	.0
CCI & FOW	1.7	.7
CONTROL	1.2	.4

NUMBER OF CHILDREN	Mean	Std Dev
Entire Population	2.4	.8
CCI	2.8	1.0
CCI & CCII	1.7	.4
CCI & FOW	3.0	.0
CONTROL	2.5	.9

APPENDIX C

DESCRIPTION OF LEADERS

DESCRIPTION OF LEADERS

Leader of Couple Communication II Program

Jane Griffith

Birmingham Southern College	B.A.
Director of Chiristian Education	18 years
Certified Training in Couple Communication	

Leader of Family of Origin Workshop

William Griffith

William Jewell College	B.A.
Midwestern Baptist Seminary	M.Div.
Southern Baptist Seminary	D.Min.
Pastoral Counselor	
Certified Training in Couple Communication	

APPENDIX D

MEAN AND STANDARD DEVIATION ON PRE-TEST, POST-TEST, AND FOLLOW-UP FOR DEPENDENT VARIABLES

MEAN AND STANDARD DEVIATION ON PRE-TEST, POST TEST, AND FOLLOW-UP FOR DEPENDENT VARIALBES

The abbreviations used are as follows:

CCI = Couple Communication I Program (N = 10)

CCI & CCII = Couple Communication I Program and Couple Comunication II Program (N = 8)

CCI & FOW = Couple Communication I Program and the Family of Origin Workshop (N = 8))

CONTROL (N = 8)

	Pre-test		Post-test		Follow-up	
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
AUTONOMY						
CCI	11.80	3.11	12.20	2.44	12.20	1.61
CCI & CCII	11.87	2.74	12.12	3.04	12.25	4.23
CCI & FOW	10.62	3.58	10.75	4.02	10.62	3.33
CONTROL	12.00	1.77	11.62	2.56	11.37	2.66
CONVENTIONALIZATION						
CCI	8.20	5.49	9.10	5.72	9.90	6.19
CCI & CCII	3.50	3.58	3.00	3.85	3.50	4.10
CCI & FOW	3.87	4.29	5.00	6.48	4.50	5.09
CONTROL	9.62	6.06	11.75	6.15	12.50	6.86

	Pre-test		Post-test		Follow-up	
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
GLOBAL DISTRESS						
CCI	4.20	4.18	4.20	5.88	2.90	3.98
CCI & CCII	24.75	12.00	25.50	13.01	24.25	13.12
CCI & FOW	18.75	13.75	19.75	13.97	17.87	16.32
CONTROL	3.25	4.59	4.25	8.46	3.75	6.79
AFFECTIVE COMMUNICATION						
CCI	9.00	4.18	8.20	4.39	7.30	4.24
CCI & CCII	13.37	5.15	14.75	6.18	13.12	7.73
CCI & FOW	14.37	3.24	12.50	4.10	13.25	6.34
CONTROL	5.37	2.06	5.75	3.69	4.37	3.29
PROBLEM SOLVING COMMUNICATION						
CCI	11.80	6.66	11.00	9.40	9.50	7.48
CCI & CCII	23.50	7.83	21.37	8.22	22.00	8.34
CCI & FOW	22.75	9.77	19.00	7.67	19.87	8.74
CONTROL	11.87	3.87	10.25	5.54	7.37	5.97
TIME TOGETHER						
CCI	3.60	2.67	2.90	2.64	1.60	1.42
CCI & CCII	9.37	3.54	10.12	4.25	10.25	4.68
CCI & FOW	9.87	2.29	9.87	3.52	9.25	5.12
CONTROL	6.75	2.25	5.12	3.60	4.00	5.07

	Pre-test		Post-test		Follow-up	
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
DISAGREEMENT ON FINANCES						
CCI	1.60	2.45	1.80	2.29	1.30	1.76
CCI & CCII	8.37	5.04	9.62	5.78	9.50	6.00
CCI & FOW	4.37	3.58	5.87	4.58	4.50	3.42
CONTROL	6.25	5.20	5.62	5.09	4.87	4.85
SEXUAL DISSATISFACTION						
CCI	8.60	5.81	8.80	5.55	7.20	4.23
CCI & CCII	14.75	5.20	15.37	6.75	15.62	6.02
CCI & FOW	14.50	6.02	14.75	5.62	14.87	5.71
CONTROL	6.00	6.14	4.87	5.59	4.62	5.42

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Abstract

A COMPARISON OF THE EFFECTS OF THE COUPLE COMMUNICATION II PROGRAM AND A FAMILY OF ORIGIN WORKSHOP ON MARITAL SATISFACTION AND INDIVIDUAL AUTONOMY

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The College of William and Mary in Virginia, July 1986

Chairman: Dr. Kevin E. Geoffroy

The purpose of this study was to investigate whether either the Couple Communication II Program developed by Miller, Nunnally, and Wackman or a Family of Origin Workshop developed by the author when used following the Couple Communication I Program would increase marital satisfaction and individual autonomy.

Thirty-four individuals (seventeen couples) responded to the announcements of a couple communication and marriage enrichment workshop. The couples were assigned to four groups: Group 1 was treated with the Couple Communication I Program only, Group 2 was treated with the Couple Communication I Program and Couple Communication II, Group 3 was treated with the Couple Communication I Program and a Family of Origin Workshop, and Group 4 was a no treatment control group.

All subjects were measured by a pretest, postest and follow-up test using the Marital Satisfaction Inventory by Snyder an an autonomy scale developed by Kurtines for the California Psychological Inventory.

No significant correlation was found between autonomy and marital satisfaction scores. There were no significant differences found among or between the groups after treatment. There were no significant differences among or between the pretest, posttest, and follow-up scores. A scale on the Marital Satisfaction Inventory designed to measure subjects' tendency to distort the appraisal of their marriages in a socialy desired direction was found to be a significant covariate of all Marital Satisfaction Inventory scales.

Further study is needed to evaluate the relationship between specific communication skills learned, as determined by behavioral measures, and specific areas of marital satisfaction, as assessed by self-report measures. Study is needed to evaluate conclusions of previous studies of relationship satisfaction that have not been controlled for the tendency of subjects to distort their appraisals.